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ESTD. 1957

2.4.4 STUDENTS ARE ENABLED TO EVOLVE THE FOLLOWING TOOLS OF ASSESSMENT FOR LEARNING SUITED TO THE KINDS OF LEARNING ENGAGEMENT PROVIDED TO LEARNERS, AND TO ANALYSE AS WELL AS INTERPRET RESPONSES

A) 2.4.4 SAMPLES PREPARED BY STUDENTS FOR EACH INDICATED ASSESSMENT TOOL

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SELF ASSESSMENT TOOL

UNIT 4: FLOWERS AND SHOWERS

Name : Sreepriya chandra Jayakumar Date: 20/1/23

School: Mahatma Gandhi Government H.S.S Pala Class: 8 A

Sl. No:	I Can	I can do it myself	I can do with the help of my friends	I can do with the help of my teachers	I need further improve ment
1	read and understand the story	✓			
2	recite and appreciate the poem.				✓
3	identify poetic devices like simile and metaphor.			✓	
4	write similes and metaphors on my own.		✓		
5	use appropriate words to describe character traits.			✓	
6	speak more confidently in the class.				✓
7	use appropriate language suitable for each discourse.		✓		
8	identify, understand and use nouns and pronouns.	✓			
9	edit a passage.		✓		
10	write a character sketch.		✓		
11	design a poster of my own.	✓			
12	write critical appreciation of a poem.			✓	
13	express feelings through a diary entry.			✓	
14	Write letters expressing feelings and narrating experiences.	✓			
15	Use language more effectively by using phrasal verbs				✓

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Achievement Test

ENGLISH

Class: VIII

Time: 45 minutes

Maximum score: 25

Instructions

- Attempt all the questions.
- Read the questions carefully before answering.

(Questions 1-5) Read the passage from the story 'The Nightingale and the Rose' and answer the questions that follow.

'The Prince gives a ball tomorrow night,' murmured the young Student, 'and my love will be of the company. If I bring her a red rose she will dance with me till dawn. But there is no red rose in my garden, so I shall sit lonely, and she will pass me by. She will have no heed of me, and my heart will break.'

'Here indeed is the true lover,' said the Nightingale. 'What I sing of, he suffers: what is joy to me, to him is pain.'

1. Who shall give the ball the next night? (1)

2.Who is the speaker in this passage? (1)

3.Pick out the word which means 'the first appearance of daylight in the morning'.(1)

4.Why does the Nightingale think that the student is a true lover? (2)

5.Why is the young student worried? (2)

(Questions 6-9) Read the following lines from the poem "Song of the Flower" and answer the questions that follow.

I am the lover's gift; I am the wedding wreath;

I am the memory of a moment of happiness;

I am the last gift of the living to the dead;

I am a part of joy and a part of sorrow.

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6.Who is the I in these lines? (1)

7.Find out an example for metaphor from the above stanza. (1)

8.What is the last gift of the living to the dead? (1)

9.How does the flower become part of joy and sorrow? (2)

10. Read the extract given below. There are some errors which are underlined. Edit and rewrite the extract correctly.

Rosa walked to the bus stop and get on a bus. There was many vacant seats. She paid her fair and sat down on the nearest seat. (2)

Read each sentence given below and fill in the blanks with an adverb from the box.

11. She was walking _____ (1)

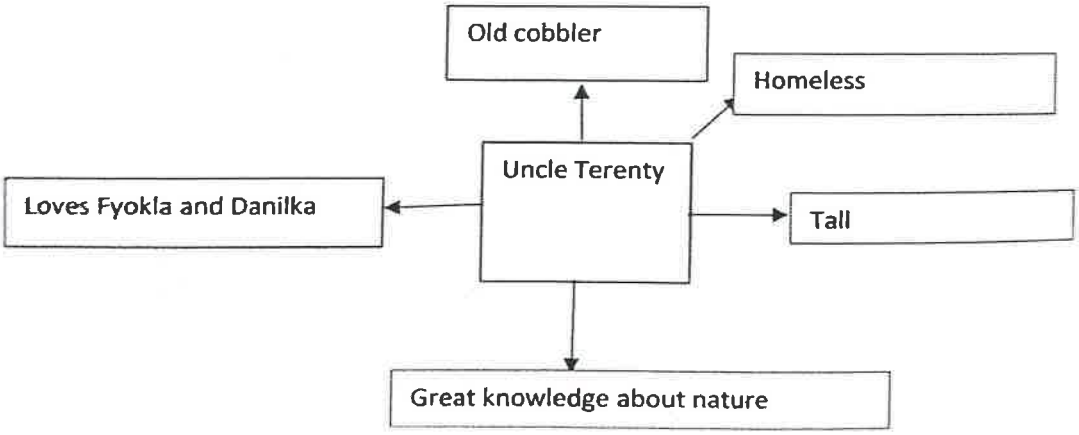
12. My friend and I ran _____ to get the bus. (1)

13. I take the metro _____ (1)

daily, slowly, quickly

14. Design a poster highlighting the importance of protecting nature. (3)

15. Study the character map given below and prepare a character sketch of Terenty. (5)



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Name of the trainee: Pearly S Thomas

Observation Schedule: Skill of Stimulus variation

Qualitative Components Quantitative

Rating					Components	Duration						
5	4	3	2	1		1	2	3	4	5	6	7
	✓				1. Teacher movement Movements from one place to another with some purpose (writing on the black board, to conduct experiment, to explain the chart or model, to pay attention to the pupil who is responding to some questions etc)	1	1 1		1	1 1		
	✓				2. Teacher Gestures a. Movements of head and body parts to arrest attention, to express emotions or to indicate shapes, sizes and movements)	1	1 1		1		1	
		✓			b. Facial gestures (laughing, raising eyebrows, emotions etc.) Signals of eyes, nodding, hand signals (signal to stop, signal to continue the task and signal to keep quiet) etc.	1		1			1	
		✓			3. Changes in speech pattern silence / pause Change in tone, volume or speed of verbal communication	1		1	1		1	

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Qualitative Rating					Components	Quantitative Duration						
5	4	3	2	1		1	2	3	4	5	6	7
		✓			4. Pausing - to attract the students' attention and to increase the students' desire to listen, the opportunity allowance for pupils to think and respond to the asked questions.		1 1	1	1 1 1		1	
✓					5. Change in Audio-Visual Sequence Aural-visual Visual-oral or combination of aural and visual		1	1	1 1			
	✓				6. Focusing: a. verbal focusing - "look here" "listen to me" "note it carefully b. gestural focusing - pointing towards some object with fingers or underlying the important words on the black board.	1 1	1 1 1		1	1	1	
		✓			7. Student's physical participation a. variation in physical involvement of the student		1	1	1	1		
			✓		b. Pupil holds the learning material c. Pupil helps the teacher in demonstrating the experiment.	✓		1 1	1			
		✓			8. Change in interaction style by the Teacher a. Teacher pupils or teacher group b. Teacher - pupil c. pupil - pupil		1	1	1 1			

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Name of the trainee: Pearly S Thomas

Observation Schedule - Link Practice

Qualitative Rating					Components	Quantitative Duration				
5	4	3	2	1		3 min	6	9	12	15
					Stimulus variation					
✓					1. Teacher movement -	1			1	1
	✓				2. Teacher Gestures	1	1	1	1	1
					3. Change in speech pattern	1		1		1
✓					Silence / Pause					
					Change in tone, volume or speed of communication	1	1	1	1	
	✓				4. Pausing				1	1
	✓				5. Change in audio-visual sequence		1			
					6. Focusing	1		1	1	1
	✓				7. Students' physical participation.	1			1	
	✓				8. Change in interaction styles by the teacher.	1		1		1
✓										
					Reinforcement					
	✓				1. Use of positive verbal reinforcement	1		1		1
	✓				2. Use of positive non verbal reinforcement	1	1	1	1	
		✓			3. Extra verbal reinforcement		1		1	
		✓			4. Negative non verbal reinforcement			1	1	
		✓			5. Negative verbal reinforcement		1			
	✓				**Flueney in Questioning**					
					1. Appropriate structure of questions	1	1	1	1	1
✓					2. Appropriate process of questioning	1			1	

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Score Sheet of Oral Test Conducted (Rubric)

Sl. No.	Name of the Student	Task Completion (2)	Comprehensibility (2)	Fluency (2)	Pronunciation (2)	Vocabulary (2)	Total marks
1.	Anu Ann James	1.9	1.8	1.9	1.9	1.9	9
2.	Gouri Gayathri G	1.9	1.8	1.8	1.9	1.9	9
3.	Minu Maria Thomas	1.5	1.5	1.4	1.4	1.5	7
4.	Minu Mathews	2	1.9	2	1.9	2	10
5.	Mithra James	1.6	1.7	1.6	1.7	1.7	8
6.	Pearly S Thomas	1.9	2	1.9	1.9	1.9	10
7.	Sreelekshmi G.R.	1.9	2	1.7	1.6	1.8	9
8.	Suman Sunny	2	1.8	2	1.9	1.9	10
9.	Haripriya J.	1.4	1.5	1.4	1.5	1.6	7
10.	Jilu Tresa George	2	2	2	1.9	2	10
11.	Neethu K. M.	1.6	1.6	1.4	1.5	1.6	8
12.	Rani Baby	1.9	1.9	1.9	1.9	1.9	10
13.	Seenu Thomas	1.8	1.8	1.5	1.5	1.7	8
14.	Shilpa Elizabeth Joychen	1.6	1.8	1.4	1.5	1.7	8
15.	Vandana V. V.	1.4	1.4	1.4	1.4	1.4	7
16.	Aleena Jose	1.6	1.5	1.5	1.5	1.5	7
17.	Archana Madhu	1.6	1.6	1.6	1.4	1.5	8
18.	Hanna Elizabeth Joy	1.9	2	2	1.9	1.9	10
19.	Irene Ann George	2	2	1.9	1.9	1.9	10
20.	Josna Jose	1.9	1.9	1.6	1.7	1.9	9
21.	Liz Teenu Mathews	1.8	1.8	1.6	1.8	1.8	9
22.	Ninumol Joseph	1.9	1.9	1.6	1.9	1.9	9
23.	Rinku Maria Joy	1.9	2	2	1.9	1.9	10
24.	Soniya Dominic	1.7	1.8	1.4	1.5	1.5	8
25.	Adithya Shaji	1.9	1.9	1.8	1.9	2	10
26.	Alfred George	2	2	1.9	1.9	1.9	10
27.	Angel Joseph	1.5	1.7	1.4	1.6	1.7	8
28.	Arya Ashok	1.7	1.6	1.5	1.6	1.7	8

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29.	Divyamol M. S.	1.8	1.8	1.6	1.5	1.6	8
30.	Elizabeth T.S.	1.5	1.5	1.4	1.5	1.4	7
31.	Irine Therasa Dius	1.9	2	1.9	1.9	2	10
32.	Krishnanand H.	1.9	1.8	1.6	1.7	1.9	9
33.	Sneha Jose	1.7	1.7	1.7	1.8	1.9	9
34.	Anns Thomas	1.5	1.3	1.4	1.6	1.6	7
35.	Annu Sunny	1.6	1.5	1.5	1.5	1.5	8
36.	Archana T S	1.4	1.4	1.4	1.5	1.4	7
37.	Gopika Anil	1.4	1.4	1.5	1.6	1.6	8
38.	Jijo Thomas	1.6	1.9	1.5	1.5	1.6	8
39.	Minna Mary Tom	1.8	1.9	1.9	1.9	1.9	9
40.	Sanchu Jose	1.4	1.5	1.4	1.4	1.4	7
41.	Sisirkhosh Mohan	1.5	1.5	1.5	1.5	1.5	8
42.	Aiswarya K. V.	1.6	1.6	1.5	1.4	1.5	8
43.	Alina Ann Roy	1.9	2	2	1.9	1.9	10
44.	Cyriac Thomas	1.6	1.4	1.6	1.7	1.6	8
45.	Dinta Baby	1.9	2	1.7	1.9	1.9	9
46.	Jisha Shaji	1.7	1.6	1.5	1.5	1.5	8
47.	Seenu Thomas	1.9	2	1.6	1.8	1.8	9
48.	Tom Joseph	1.5	1.5	1.4	1.5	1.5	7

*Numbers may be different, please consider your names only.

Dr. Pratheesh Abraham

Asst. Professor

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RESEARCH TOOLS

M.Ed. 2021-2023

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TEST TO IDENTIFY WRITING DIFFICULTIES IN ENGLISH

Supervisor: Dr.Pratheesh Abraham Investigator: Neethu Tomy

Instructions

- This question paper contains 2 questions.
- Write each question in half pages.
- Time 30 mints
- Your response will be kept confidential and will be used only for research purpose.

1. Write a letter to the district collector to complain about pollution from a factory in your location?

2. Write summary about a story that you have learnt?

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QUESTIONNAIRE ON LANGUAGE OF SOCIAL MEDIA

Supervisor: Dr.Pratheesh Abraham Investigator: **Sijo Jose K**

Instructions

- The test consists of 40 questions.
- Read each question carefully and write the answer.
- Do not omit questions.
- Your responses will be kept confidential and will be used only for research purposes.

I. Circle the correct spelling

1.	Paralell	Parallel	Laraplle
2.	worormot	Tomorrow	Roromrotw
3.	Rsheif	Fisher	Ershif
4.	Lwla	Walk	Klaw
5.	My	Mie	Mi
6.	Furst	Frst	First
7.	Ar	Are	Ary
8.	Lik	Lek	Like
9.	Again	Agin	Agane
10.	Aeroplane	Aeroplena	Aeorlpaen

II. Arrange the following words into a meaningful sentence

11. By train/sometimes/Steven/to work/goes

    .....

12. Cake/eat/I like/to

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.....

13. Left/he/Yesterday

.....

14. His family/Mary/invited/to the party

.....

15. Happy/very/am/I

.....

16. Love/very/I/sister/very/much/my

.....

17. They/live//Canada/in

.....

18. Classmate/from/my/Korea/is

.....

19. A/the/is/there/pen/desk/on

.....

20. Books/store/that/sells

.....

III. Put punctuation marks

21. China is the most populated country

.....

22. Please be quiet in the library

.....

23. Stop talking

.....

24. Nobody move

.....

25. That is fantastic

.....

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26. I got up late today too but I'll surely still get all the work done.

.....

27. I really like to play soccer

.....

28. Oh! Look at the boy

.....

29. Have you seen my Dog

.....

30. Oh no

.....

IV. Do you use the following short form of words while chatting with your friends in Social Media?

a. If yes, please do write the correct form of words

b. I don't know the full form

31. L8:

32. CU:

33. N8:

34. 2DAY:

35. R8:

36. TC:

37. 2MORO:

38. 5N:

39. THX:

40. B4:

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ASSESSING WRITTEN COMMUNICATION IN ENGLISH

Supervisor: Dr.Pratheesh Abraham Investigator: Sijo Jose K

Instructions

- The test consists only 1 question.
- Read each question carefully and write the answer.
- Do not omit questions.
- Your responses will be kept confidential and will be used only for research purposes.

1. **Write about the importance of friends in our school life.**

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INVENTORY ON ECO-SPIRITUAL ASPECTS OF GREEN BIBLE

Supervisor: Dr.T.C.Thankachan Investigator: Varghese Antony Pulikkan

---

Instructions

- This inventory is for finding the Eco-Spiritual aspects in Green Bible for the research work titled '***Eco-Spirituality for Sustainable Development with special reference to Green Bible***.'
- Please read the following statements.
- For each statement three preferences are given.
- You are requested to mark (✓) to every statement according to your preference.
- Please attempt every statement.
- The data collected will be confidential and used only for the research work.

Sl.No.	Eco-Spiritual aspects in Green Bible	Preferences		
		I	II	III
1.	God's Presence in Creation in the book of Exodus 3:1-6, Psalm 147.			
2.	Caring for the humanity and nature in New Testament, Luke 10:25-37			
3.	The Goodness of Creation in the book of Genesis 1:1-31, Psalm 24:1-2.			

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4.	New Earth in the New Testament Book of Revelation, 21:1-5			
5.	Ecological concern in Noah , Genesis 5: 28- 9:29			
6.	Environmental Perspectives In The New Testament Mark 4:3-9; Mathew 13: 3-9; Luke 5:8:5-8.			
7.	Ecological concerns in the Book of Job, Job 38:4			
8.	Ecological Implications of Sabbath, Deut: 22.4,6-7			
9.	The Earthkeeping Principle in the Old Testament Genesis 2:15, numbers 6:24			
10.	The Fruitfulness Principle in the Old Testament, Genesis 1: 20, 22.			
11.	The Contentment Principle, 1 Timothy 6:6.			
12.	The Conservation Principle, Genesis 2:15,Joshua 24:15			
13.	The Discipleship Principle 1 Corinthians 15:45			
14.	The kingdom priority principle matthew 6:33			
15.	The Praxix principle James 2:19			
16.	Ecological discussions in the proverb Proverb 3;19-20			
17.	Ecological issues in wisdom literature Psalms 104:24; 37:10, 1:3			
18.	Isaiah's ecological concerns Isaiah 10:33-34, 11:1-9			
19.	Ecological issues in the book of Ezekiel 34:17-22			
20.	Pauline Theology of Creation Eph.3:16,1Cor:8:6.			

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SCALE ON ECO-SPIRITUALITY FOR SUSTAINABLE DEVELOPMENT IN GREEN BIBLE

Supervisor: Dr.T.C.Thankachan Investigator: Varghese Antony Pulikkan

---

Instructions

- Read each statement carefully and put tick mark against your choice. This work is on "Eco-Spirituality for Sustainable Development with special reference to Green Bible". The main Eco-Spiritual aspects in Green Bible are
    1) **Caring for humanity and nature(Luke 10:25-37)**
    2) **God's presence in creation(Exodus 3:1-6, Psalm 147)**
    3) **The goodness of creation in the book of Genesis (Genesis 1:1- 31, Psalm 24:1-2)**
    4) **Ecological concern in Noah (Genesis 5:28-9:29)**
    5) **The earth keeping principle in the Old Testament (Genesis 2:15)**
- For every statement, there are five possible responses: **Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree.** You are requested to mark tick ✓ to every statement according to your preference.
- Do not omit any statements.
- Your response will be kept confidential and will be used only for research purposes.

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SL.NO	STATEMENTS	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	Caring for humanity demands protecting and restoring creation.					
2.	The parable of the Good Samaritan states that humanity is part of God's creation.					
3.	The parable of good Samaritan tells us how to show mercy to those who are enemies of the environment and enemies of humanity.					
4.	Samaritan is the one living out the command of God to show love and mercy.					
5.	If humanity is part of God's creation, and if we are intended to be the caretakers of creation, then it is essential that we understand the full reach of God's command that we love one another.					
6.	The parable of good Samaritan tells us the meaning and purpose for living on this earth.					
7.	The parable states that human beings are supposed to live as people of justice, kindness towards all creation.					
8.	According to the parable of good Samaritan, we are made for community, togetherness and for friendship ie we are made for one family which is the entire universe includes all creation.					
9.	God is present in and through creation.					
10.	It is better understood the character of God by seeing					

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	how God interacts with all of creation.					
11.	The Exodus account offers several pictures of God's presence embodied in nature.					
12.	Bitter water becomes sweet and food appears on the ground each morning as signs of God's sustenance for the Israelites.					
13.	Moses is able to bring water out of a rock at God's command so that the people will not go thirsty.					
14.	An angel of God appears to the Israelites as pillars of cloud and light-a visible guide and a constant protector for them.					
15.	In the Exodus story, God meets the basic needs of the people-food, water, protection-through the land, fire, air, and water.					
16.	There are connections between God's use of these natural elements and the Genesis account of creation in which God brings the water and land into being.					
17.	God made all things and declared them good.					
18.	God continues to show love and care for creation throughout human history and for all eternity.					
19.	At the beginning of the biblical narrative God creates the heavens and the earth.					
20.	God sweeps over the void and brings about light and life, declaring it "very good."					
21.	The creation story in these passages tell us about God's intentions for the earth.					
22.	There is a relation between the created world and the creator.					

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23.	The story of Noah includes the promise of an everlasting covenant between God and all of creation.					
24.	God repeats several times that this covenant of protection and presence involves every living creature.					
25.	Noah considered the importance of biodiversity and find a space for all species in the Ark.					
26.	There is a link between irresponsibility and the disorder of the earth.					
27.	The mass destruction of the environment was due to the irresponsible stewardship of human being.					
28.	The global warming, Ozone depletion, depletion of natural resources, air soil and water pollution are all consequences of irresponsible stewardship					
29.	The punishment also embodies a concern and a call for conversion.					
30.	Regardless of their value all species were saved in the Ark					
31.	The story of Noah tells the real biblical basis for the preservation of Biodiversity.					
32.	The implication from the passage is that the solution for the present ecological crisis lies in the conservation of the biodiversity.					
33.	As the Lord keeps and sustains us, so we must keep and sustain our Lord's creation.					
34.	Adam is expected by God to serve the garden and to keep it.					
35.	God expected Adam and his descendants to meet the needs of the garden of creation so that it would persist					

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	and flourish.					
36.	The word for keep (shamar) is sometimes translated "guard.", "safeguard," "take care of," or "look after." Shamar indicates a loving, caring, sustaining kind of keeping.					
37.	Our relationship to creation must be a loving, caring, keeping relationship.					
38.	God keeps people, so God's people should keep his creation.					
39.	God gave humans dominion over creation, the intent was not for us to destroy creation, but to preserve and care for it so it could benefit all people and creatures for generations to come.					
40.	The earth keeping principle in the Old Testament reminds us of our serious obligation to respect and watch over them with care, in light of that greater and higher fraternity that exists within the human family.					

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INTERVIEW SCHEDULE

Supervisor: Dr. T. C. Thankachan Investigator: Alan John Sunny

Questions:

1. Why did you choose *'Randu Malsyangal'* for this story?
2. Could you explain the situation behind writing this story?
3. You stated that the story '*Randu Malsyangal'* is a kind of environmental protest. Can you explain how much you succeed in that?
4. What does the story imply to modern people?
5. Without mining, cutting down trees. How is development possible?
6. Have you observed that stories are a way to overcome pain? Can you observe this fact in your opinion?
7. How will you consider sacred groves' present condition?
8. What is the reference behind the two main characters of this story?
9. There are a lot of eco-friendly practices happening nowadays. What is your opinion on that?
10. What should the teacher who teaches the story of '*Randu Malsyangal'* give importance to?
11. What do the water bodies, forests, mangroves, and eco systems communicate beyond a mere concept or a meaning?

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12. To what extent have your childhood and teenage experiences been reflected in your works?

13. The story '*Randu Malsyangal*' is a story that is very relevant today? How many people is this story reaching today?

14. Literary works are written on land. Can you describe one of the national concepts in your works?

15. What are the morals and values of this story?

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ECO-FRIENDLY PERSPECTIVE SCALE

Supervisor: Dr. T. C. Thankachan Investigator: Alan John Sunny

INSTRUCTIONS

- Read each Statement carefully and put a tick mark against your choice.
- For each statement, the possible responses are divided into five alternatives whichare Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly Disagree (SD)
- Do not omit any Statement.
- Your responses will be kept confidential and will be used only for researchpurposes.

Sl.No.	STATEMENTS	SA	A	UD	D	SD
1.	Through the story of '*Randu Malsyangal*', the storyteller presents the idea that nature can be preserved only through appropriate eco-friendly activities.					
2.	Encroachment on nature does not hinder eco-friendly activities.					
3.	Appropriate environmental protection can be achieved by implementing appropriate environmental friendly activities.					
4.	As a language teacher, I am able to organize many eco-friendly activities in the school in front of the story of 'Randu Malsyangal'					

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5.	By teaching the story of 'Randu Malsyangal', I am able to make the children understand the need and importance of environmental friendly activities in the class.					
6.	I came here recently when the monster machines started eating the rocks around Kavu when I couldn't bear the evils that man has shown to the earth. By teaching the story of 'Randu Malsyangal', the author exposes the inappropriate eco-friendly activities of humans through the character of the frog. As a language teacher, I am able to make the children understand it.					
7.	I am able to make the children understand the importance of protecting endangered species by teaching the story of 'Randu Malsyangal'					
8.	Teaching this part of the story of 'Randu Malsyangal' alone does not convey the importance of environmental friendly activities to children.					
9.	Children are greatly benefited by the work of modern environmentalists like Ambikasuthan Mangad.					
10.	As a language teacher, I am able to convey the importance of environmental friendly activities to the children by teaching the story of 'Randu Malsyangal'					
11.	As a language teacher, I am not able to convey the background of environmental friendly activities to children just by teaching the story of Randu Malsyangal					

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12.	As a language teacher, I am able to develop an awareness among children about the changes in the environment through the learning activities related to this story of 'Randu Malsyangal'					
13.	The concept of sustainable development is possible without destroying nature and its ecosystems.					
14.	In the story of 'Randu Malsyangal', the narrator does not elaborate on the concept of sustainable development.					
15.	Modernization and urbanization promote sustainable development projects that do not destroy the environment.					
16.	On the basis of teaching the story of 'Randu Malsyangal', I am able to make the children understand the need and importance of sustainable development and what are the goals set forth by it in the class.					
17.	Modern sustainable development goals do not destroy nature.					
18.	As a language teacher, I am able to convince the children that the implementation of sustainable development projects that destroy nature and its ecosystems in the narrator's imagination destroys human existence.					
19.	As a language teacher, I have been able to implement many sustainable development projects in the school by teaching the story of 'Randu Malsyangal'					

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20.	In the story of 'Randu Malsyangal', the author says that sustainable development does not cause destruction of trees, water bodies and air pollution.					
21.	In the story 'Randu Malsyangal', the narrator suggests that the developments in modern times are environmentally friendly.					
22.	"Is a concept in which only man remains is called development". I am able to convince the children that the story writer is marking the idea that the modern day sustainable development projects are not suitable for the environment through the main characters Azhagan, and Poovali in the story of 'Randu Malsyangal'					
23.	As a language teacher, I am able as a language teacher to teach the story of 'Randu Malsyangal' to convince the children that humans are destroying nature and living things under the cover of modern sustainable development.					
24.	By teaching the story of 'Randu Malsyangal', I am able to convey to the children the idea that proper environmental protection can be achieved through human-friendly behaviors.					
25.	By teaching the story of 'Randu Malsyangal', I am able to convey to the children the idea that protecting the environment is the duty of teachers, children and the human society as a whole.					
26.	Through the story of 'Randu Malsyangal', the storyteller presents pro-environmental					

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	approaches.					
27.	Protecting biodiversity and habitats is not pro-environmental behavior.					
28.	I am able to convince the children that humans do not have a positive attitude towards the environment and the problems faced by the characters Azhakan and Poovali in the story 'Randu Malsyangal'					
29.	Only four or five trees, like Kavin's memory which was full of forest. Buildings have been constructed by filling the reservoir. Based on the story of 'Randu Malsyangal', I am able to convince the children about the importance of protecting forests, forests and water bodies.					
30.	"The interdependence of living things is the basis of the habitat. I am able to convince the children by teaching the story of '*Randu Malsyangal'* about the importance of human interdependence towards fellow creatures through environmentally friendly behaviors.					
31.	As a language teacher, I am able to make the children understand the pro-environmental approaches of the storyteller Ambikasuthan Mangad.					
32.	As a language teacher, I am able to develop environmental awareness among children by teaching the story of '*Randu Malsyangal'*					
33.	The story of '*Randu Malsyangal'* is not entirely aboutenvironmental protection.					

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34.	By teaching the story of '*Randu Malsyangal*', I am able to convey to the children the idea that what wedo to the environment or nature is what nature givesback to us.					
35.	Modernization and urbanization do not destroy nature.					
36.	Environmental protection is not the need of todaybut only the need of tomorrow.					
37.	Through the story of '*Randu Malsyangal*', the storyteller shares the idea that if the environment and its associated ecosystems are not further protected, the very existence of man on earth will be endangered.					
38.	Environmental awareness classes are organized inthe class based on the story.					
39.	We are ahead in terms of literacy but behind inenvironmental protection.					
40.	Government's current commitment to environmental protection needs to be made more effective.					
41.	It is not our responsibility to protect and maintainthe environment we live in.					
42.	The land was not given to us by our ancestors butborrowed from our future generation.					
43.	We do not have lifestyles and activities that destroythe environment.					
44.	Continual climate change and natural disasters arenot the result of human actions on nature.					

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45.	As a language teacher, I am able to convey the importance of environmental protection to children through the story of '*Randu Malsyangal*'					
46.	By teaching the story of '*Randu Malsyangal*', I am able to convey to the children the idea that theecosystem can be preserved by growing bio-diverseplants in homes and surrounding areas.					
47.	As a language teacher, I am able to convey to the children the idea that environment and humans are two sides of the same coin by teaching the story of '*Randu Malsyangal*'					
48.	I am able to bring the story of '*Randu Malsyangal*' to the children with the modern environmental problems.					

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AWARENESS ON TRADITIONAL ART FORMS QUESTIONNAIRE

Name of the Supervisor: Dr. T C Thankachan Investigator : Anchu Jose

Instructions:

- Read each statement carefully and put tick mark against your choice.
- For every statement, the possible responses are divided into 5 categories which are: Yes or No
- Do not omit any statements.
- Your responses will be kept confidential and will be used only for research purposes.

Sl. No.	Questionnaire	Yes	No
1.	Do traditional art forms provide a significant sense of joy to the mind		
2.	Is humor a primary theme in arts forms		
3.	Do musical instruments used in Mudiyettu that include Chenda and Ilathalam.		
4.	Is Mudiyettu another name for mudiyettu.		
5.	Is the theme of Mudiyettu the battle between Bhadrakali and Darika.		
6.	Is it possible to see different facial colors when presenting Mudiyettu performances on stage.		
7.	Do the presentation of the stories in the section Keerthimudra reflect the essence of the art form in		

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	Mudiyettu.		
8.	Is Kathakali the art form that is represented by the title Keerthimudra.		
9.	Do an artist need the ability to express themselves through gestures when performing Kathakali.		
10.	Have you read identified costumes in kathakali that you read from a book.		
11.	Is Kathakali a unique visual art form of Kerala.		
12.	Is, the poetic composition, written specifically for Kathakali performances.		
13.	Is Attakatha, is poetic composition written specifically for kathakali performances.		
14.	Is Maddalam, the percussion instrument, used before the start of Kathakali performances.		
15.	Is Maddalam, the percussion instrument, used before the start of Kathakali performances.		
16.	Do the passage "Keerthi Mudra" in Kathakali signify the depiction of the circular movements of Krishna and Javan in the battle.		
17.	Is Kottarakkara Thampuran the author of Attakatha literature.		
18.	Is Theyyam, the art form seen in North Kerala.		
19.	Is Theyyam costume called Theyyakolam.		
20.	Do people perform Theyyam wearing Theyyakolam as an offering to please the deity.		
21.	Is Theyyam the ritual art form that is prevalent in North Kerala.		
22.	Do they use the tools called chenda, maddalam in theatrical performances.		

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23.	Is theyyam the same as the theatre column used in theatrical performances?		
24.	Is kolkkali a dance form that uses sticks?		
25.	Is the dance form known as koladikali or kolkali.		
26.	Is kolkali a traditional folk dance popular among various communities in Kerala?		
27.	Is it mainly men who participate in kolkali.		
28.	Do kolkali involve dancing to the rhythm of a song using small wooden sticks.		
29.	Is kolkali more significant in Malabar region of Kerala.		
30.	Is kolkali a dance form that involves rhythmic clapping and singing of Mappila songs.		
31.	Is a form of training that uses various lengths of sticks for practice.		
32.	Is Kalaripayattu a form of training that uses various lengths of sticks for practice.		
33.	Are there four main styles in kalarippayattu.		
34.	Is Kathakali, the classical dance form of Kerala, an art of story telling.		
35.	Are there various training methods in Kathakali.		
36.	Are weapons such as sword and shield used in Kathakali.		
37.	Is training in Kathakali available to all communities.		
38.	Do Kathakali have any connection with the legend of Parasurama.		
39.	Is Thrissur Pooram a traditional art form for Malayalis.		
40.	Is there a major museum dedicated to percussion instruments in Kerala.		
41.	Do percussion instruments have four types: Thatham, Anavaddhyam, Ghanam, and Susiram.		

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42.	Is the Panchavadyam a musical ensemble consisting of five instruments.		
43.	Is Panchavadyam a traditional art form that developed in Kerala.		
44.	Does Panchavadyam have a hierarchical structure similar to a pyramid.		
45.	Are there musical instruments in Panchavadyam that differ from those used in Chendamelam.		
46.	Is Panchavadyam practiced more in Central and Northern regions of Kerala.		
47.	Is Panchavadyam training conducted at the Vaikom temple in Kerala.		
48.	Is Panchavadyam a form of percussion ensemble music.		
49.	Is it common for Panchavadyam to be performed during temple festivals.		
50.	Is Oppana a popular art form in circulation in Malabar.		
51.	Do Oppana originate from an Arabic word.		
52.	Is Manavatti the place where the circle is formed by the dancers in the art form of Oppana.		
53.	Do surrendering oneself completely make sense in presenting an argument.		
54.	Do harmonium and tabla used in oppana.		
55.	Do dancers use ankle bells and foot bells as part of their adornment in Indian classical art form.		
56.	Is giving thumb impression the norm for consenting to a marriage in the Muslim community.		
57.	Are plenty of accessories used in classical dance forms.		
58.	Is the art form of Thiruvathira Kali the unique cultural expression of women in Kerala.		

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59.	Is Kaikottikkali also known as Thiruvathira.		
60.	Do women of all ages participate in Thiruvathira Kali.		
61.	Do Mulla poo bloom during Thiruvathira festival.		
62.	Are the subjects of Thiruvathira festival related to myths and folklore.		
63.	Is Thiruvathira dance performed during Onam and Thiruvathira festival celebrations.		
64.	Is Syriac Christian art form Marthoma Nritham a type of dance.		
65.	Margamkali is a ritual art form.		
66.	Is the acts of Thomas history of the apostle or a narrative of the history of content of margamkali.		
67.	Is margamkali orginated from thiruvathirakali.		
68.	Do the Malayalam word margam means 'way' or 'path'.		
69.	Is the traditional white mundu and shirt the attire of margamkali.		
70.	Are Christian devotional songs used in margamkali.		
71.	Is ottanthullal a dance form that involves a recitiation or narration in Kerala.		
72.	Is there a connection between ottanthullal and the story of kunchan Nambiar.		

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'AESTHETIC VALUE SCALE'

Supervisior: Dr. T C Thankachan Investigator: Anchu Jose

Instructions:

- Read each statement carefully and put tick mark against your choice.
- For every statement, the possible responses are divided into 5 categories which are: Always, Sometimes, Rarely, Often, and never.
- Do not omit any statements.
- Your responses will be kept confidential and will be used only for research purposes.

Sl.No.	Statements	Al ways	Sometimes	Rarely	Often	Never
1	I enjoy beautiful scenery sights					
2	I listen to delightful sounds.					
3	I don't spent more money for dress and cosmetics.					
4	I don't spent more money for craftworks.					
5	I try to find beauty in everything.					
6	I criticise the creative works of my friends.					
7	I like to read travelogues and motivated to visit those places.					
8	I like to spent my free time in garden at my home.					
9	I know various methods to take care of my garden.					
10	I know various methods to take care of my garden.					

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11	I don't like to enjoy raining.					
12	I like to draw pictures inspired from nature.					
13	I like to collect different types of stones from riverside.					
14	I don't observe different type of trees, leaves, fruits, and flowers.					
15	I like to collect shells from rivers.					
16	I don't try to make useful crafts from waste materials.					
17	I like literary works which change the society.					
18	I like to share reviews about the books that I read with my friends.					
19	I like to spent my free time to read books.					
20	I feel respect to authors of art books who contributed to literature.					
21	I don't have reading habits.					
22	I don't like to watch interviews of famous authors.					
23	I don't tune poems given in textbooks					
24	I know cleanliness is an important human quality.					
25	I help in cleaning up school environment.					
26	I keep my books orderly in my shelf.					
27	I brush my teeth twice a day.					
28	I keep household wastes in dustbin.					
29	I wash my hands after playing.					

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30	I keep my textbooks neatly.					
31	I observe different colours in a single picture.					
32	I try to understand the shapes of different things when I see them.					
33	I don't like to observe pictures and their patterns.					
34	I don't visualise the ideas of stories while I read it.					
35	I don't try to write with beautiful handwriting.					
36	I value the importance of simplicity in life.					
37	I don't value simplicity in society.					
38	I use inexpensive or less expensive materials in my personal life.					
38	I discuss with my parents about simplicity related topics.					
40	I like to to enjoy reading nature related poems.					
41	I don't prefer to listen to religious talks.					
42	I like to watch the beautiful sunrise.					
43	I like to watch beautiful colours in the sky.					
44	I notice several cloud-shaped figures in the sky.					

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CHECKLIST ON USE OF SOCIAL MEDIA

Supervisor: Dr. T. M. Mollykutty Investigator: Fine Sebastian

Instructions

- Read each statement carefully and put a tick mark (✓) against your response.
- Each statement has two responses Yes or No.
- Do not skip any statement.
- Your response will be kept confidential and used for research purposes only

No.	Questions	Yes	No
1	I know how to use a smartphone		
2	I use my own phone		
3	I use applications like WhatsApp, Instagram, Facebook and Snapchat		
4	I send messages to my friends on WhatsApp		
5	I send greetings to my friends through WhatsApp, Facebook and Instagram		
6	Instead of writing messages on WhatsApp, most of the messages are sent as audio clips		
7	I mostly use abbreviations to send messages on WhatsApp		
8	I comment on the pictures my friends post on Facebook		

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9	Sometimes I use English language when I send messages to my friends on WhatsApp		
10	I wish my friends on their birthdays through WhatsApp		
11	I use Manglish more than English to send messages on social media		
12	I talk to teachers through WhatsApp		
13	I don't think about typos when I send messages through social media		
14	I personally know all my friends on Facebook		
15	I sometimes use abbreviations when writing notes in class		
16	I know that sharing false information through social media is a crime		
17	I'm more interested in chatting with my friends through WhatsApp and Facebook messages than face-to-face.		
18	No one corrects mistakes when sending messages on social media		
19	Social media helps me in learning English language		
20	I know parents have family WhatsApp groups on their phones		
21	I also use Malayalam to send messages on WhatsApp and Facebook		
22	I only share correct information through social media		
23	I prefer watching YouTube videos rather than reading textbooks		
24	I am more interested in watching television news than reading newspaper		

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25	I use social media for more than an hour		
26	I am a member of more than one WhatsApp group		
27	The use of social media has helped my typing speed to increase		
28	I post statuses daily on social media like WhatsApp, Instagram, Facebook etc.		
29	When I do something new, I always look for a demo video on YouTube		
30	I love making friends with strangers through Facebook		
31	I like to share my own pictures through social media		
32	I check the number of likes and comments on the pictures shared on Facebook and Instagram.		
33	I am interested in online classes		
34	Sharing pictures of special celebratory days with others is done through social media		
35	I am using google translate to understand English sentences		
36	I copy and write my homework on the internet		
37	I often google for academic stuff		
38	I help my parents use social media		
39	Malayalam language is used when searching on Google		
40	Typos are not noticed when leaving comments on social media like Facebook		

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ORAL TEST ON SPOKEN LANGUAGE

Supervisor: Dr. T. M. Mollykutty Investigator: Fine Sebastian

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Speak on any one of the topics below

1. My School

2. My friends

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CHECKLIST ON SCHOOL MENTAL HEALTH PROGRAMMES

Supervisor: Dr. T. M. Mollykutty Investigator: Jyothi K R

Instructions

- Read each statement carefully and put a tick mark (✓) against your choice
- For every statement, there are Two responses. They are: Yes or No
- Do not omit any statement.
- Your response will be kept confidential and will be used only for research purposes.

Sl.No.	Statements	Yes	No
1.	The school has counselling facility		
2.	There is a separate room for counselling.		
3.	Counseling is provided to individuals and groups		
4.	Classes are provided to children in collaboration with the Health Department		
5.	School Identifies and provides solutions to children's learning disability		
6.	Anti-drug classes are given to children		
7.	Classes are offered on drug use and delinquency activities in children.		
8.	Classes on the misuse of mobile phones are given at school		

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9.	Separate guidance classes are provided for girls and boys		
10.	Health classes are provided at the school by the health inspector		
11.	Guidelines for adolescents are provided in the school		
12.	The school provides classes related to emotional issues of adolescence.		
13.	Children are given various extra-curricular activities to relieve learning stress		
14.	Vegetable farming and paper cover making is carried out in the school to reduce academic stress.		
15.	At school, sexual exploitation is dealt with legal support.		
16.	Various programs to maintain physical well-being and mental health are protected.		
17.	School tries to accommodate people with mental health disorders with normal children		
18.	Mental health programmes are aimed at holistic development of children.		
19.	Mental health programs related to crime and suicide prevention in adolescents are provided in the school		
20.	Various club activities are carried out in the school		
21.	Value-based awareness classes are provided .		
22.	The child protection committee functions in the school		
23.	Roleplay and drama are held as part of awareness classes		
24.	Identifies children's behavioural disorders and provides appropriate awareness classes		
25.	Mental health programmes are able to provide solutions to emotional issues such as depression and impulsivity		

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26.	Awareness on adolescent pregnancy and the spread of AIDS is provided in the school		
27.	Special programmes for differently-abled people are conducted		
28.	An awareness programme on lifestyle education is conducted		
29.	Mental health programmes are conducted to inculcate a sense of humanity and civic responsibility in young minds.		
30.	Programmes are conducted to educate children in areas such as science and technology		
31.	Helps to involve children in extra-curricular activities		
32.	Empowerment programme for parents and teachers is conducted in the school		
33.	Special programs are conducted in the school regarding the general health of children		
34.	Conducts life skill programmes for children		
35.	Victims of sexual exploitation are given proper legal aid counselling		
36.	The school provides programs on human values such as cultural background and religious beliefs		
37.	Home visits are made as part of awareness classes for children		
38.	Providing health care programs reduce nutritional deficiencies		
39.	The Women's Protection Committee works in the school		
40.	In school, competitions are conducted to encourage children's passion for art.		

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SCHOOL MENTAL HEALTH PROGRAMMES AWARENESS SCALE

Supervisor: Dr T. M Mollykutty Investigator: Jyothi KR

Instructions

- Read the following statements carefully
- Each statement has 3 responses often, sometimes and rarely
- Mark the response (✓) that you think is true for each statement
- The response to every statement is needed
- Your responses will be kept strictly confidential and used only for my research

Sl. No.	Statements	Often	Sometimes	Rarely
1.	I use the counselling facility available in the school.			
2.	Counsclling at school offers solutions to all my problems.			
3.	I seek the advice of the school counsellor in solving my psychological difficulties			
4.	Worries related to family issues, I seek advice from the counsellor			
5.	1 share my worries regarding examinations with the school counsellor.			
6.	While talking to a counsellor, I feel like my problems getting solved			
7.	Through counselling, the behavioural disorders get solved.			

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8.	All my worries regarding adolescent's issues get answered through the counsellor.			
9.	The counsellor is able to maintain both the physical and mental well-being of the students.			
10.	The counsellor recognises learning impairments and suggest necessary solutions.			
11.	The counsellor to empowers the students to face any situation			
12.	The counsellor makes the students confident & courageous to face any situation			
13.	Through the counsellor, various types of awareness classes are available.			
14	Counselling is available to individuals as well as groups			
15.	The school conducts classes on delinquency among children.			
16.	Awareness classes on drug abuse are conducted in the school			
17.	Awareness classes on the misuse of mobile phones are conducted in the school.			
18.	The school counsellor, arranges awareness classes in association with the Excise department.			
19.	It is possible to differentiate between right and wrong with the help of counselling.			
20.	Separate awareness classes are assigned for girls and boys.			
21.	We get health care awareness classes through the Health Inspectors.			
22.	Strengthen my confidence by coming to school			
23.	Mental refreshment is the result while participating in extra-curricular activities			
24.	The extra-curricular activities at school help in properly behaving with the teachers and other students.			
25.	Awareness classes regarding emotional changes and love in teenage are conducted in the school.			
26	The fear of teachers affects studies and causes mental stress.			

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27	Special classes are arranged on stress management during the academic period			
28.	Special classes are provided in the school to relieve stress during study.			
29.	Awareness classes help the children to manage their time.			
30.	Possible measures are taken to include the mentally retarded students with normal ones.s			
31.	The mental health awareness programmes at school are aimed at the all-around development of students.			
32.	The Vimukthi club deals with the anti-drug programmes at school.			
33.	October 6 was celebrated as Anti-drug day at school.			
34.	Role play is done as part of awareness classes			
35.	Common meetings are conducted at school in relation to important days			
36.	Value-based classes are conducted at school.			
37.	Quiz, debates, drama etc.. are conducted at school.			
38.	P.T.A meetings are conducted at school and the problems of children are solved there			
39.	Programmes for social welfare are conducted at school			
40.	In association with the health department camps like eye treatment conducted to understand health issues			

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ENVIRONMENTAL CONSCIOUSNESS SCALE

Supervisor: Dr. Alex George Investigator: Alfi P.C

Instructions

- Read each statement carefully and put a tick mark (✓) against your choice
- For every statement, there are five responses. They are: Strongly Agree (SA), Agree(A), Undecided (UD), Disagree (DA), and Strongly Disagree (SD).
- Do not omit any statement.
- Your response will be kept confidential and will be used only for research purposes.

Sl.No.	Statements	Always	Sometimes	Never
1.	I am a good student to learn new things about nature.			
2.	I share my conservation failures with my parents.			
3.	I take care of my surroundings with the help of my parents.			
4.	I am not very interested in environmental studies			
5.	I don't feel scared when I see activities that abuse the Environment			

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6.	I don't feel scared when I see activities that abuse the Environment			
7.	I do not distribute home grown vegetable seeds to others.			
8.	I am aware of natural calamities caused by society.			
9.	I am aware of natural calamities caused by society.			
10.	I talk about nature conservation.			
11	I clean the public water source, stream, pond and well.			
12.	Teachers' words about nature conservation inspire me			
13.	I do not reject conservationist messages.			
14.	My teachers at school have taught me to react against things that exploit nature.			
15.	I observe the activities of environmentalists.			
16.	I listen to the community's reactions to nature conservation			
17.	I am using organic manure in my vegetable garden following the advice of knowledgeable people			
18.	Along with studies, I also listen to nature conservation related topics on television			
19.	I do a lot of nature related activities			

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	at school			
20.	I follow the instructions given by the government to protect the Environment			
21.	I have noticed that the government is spreading messages related to environmental protection in the society			
22.	School does not give me a message of protecting nature			
23.	I feel very sad when I see the act of destroying nature			
24.	My parents participate in environmental protection Programs			
25.	I take great care to protect the school premises			
26.	Everyone in the society is careful to buy things in paper bags at Home			
27.	I understand that the environment can last longer if every individual Cares			
28.	I believe environmental protection starts at home			
29.	I understand that everyone at home is working together to protect the environment			
30	I know that the school carries out activities to ensure environmental Protection			
31	Teacher's advices guide me in environmental protection			

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32.	I know that everyone in the community does a proper smog test of the vehicle			
33.	I know that parents' lack of time slows down progress in environmental protection			
34.	I know that nature is sometimes destroyed due to ignorance of Parents			
35.	I know that creating new buildings in the school will create an environmental impact			
36.	I know that government restrictions prevent visiting areas of ecological beauty			
37.	I know that government restrictions prevent visiting areas of ecological beauty			

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PRO-ENVIRONMENTAL BEHAVIOUR SCALE

Supervisor: Dr. Alex George **Investigator: Alfi P.C**

Instructions

- Read each statement carefully and put a tick mark (✓) against your choice
- For every statement, there are five responses. They are: Strongly Agree (SA), Agree(A), Undecided (UD), Disagree (DA), and Strongly Disagree (SD).
- Do not omit any statement.
- Your response will be kept confidential and will be used only for research purposes.

Sl.No.	Statementas	SA	A	UD	DA	SD
1.	When there is a flood, I am anxious.					
2.	Avoid plastic fiber papers at home					
3.	Teachers should instruct children to respect the environment					
4.	It is known that the society has to switch to the process of power generation					
5.	LED bulbs should be used as directed by the government					
6.	I know not to throw garbage					
7.	I know that nature conservation laws must be strictly followed during school field trips					

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8.	I minimize the use of plastic as much as possible					
9.	I know that throwing plastic bottles into the environment is not good					
10.	I know plastic is strictly banned in schools					
11.	Plastics can be stored separately and given to companies to make other Products					
12.	I know that shade trees are planted in school premises					
13.	Competitions are organized on the occasion of School Environment Day					
14.	I have knowledge about natural calamities					
15.	I know that fishing is done with chemicals					
16.	My parents tell me about natural resources					
17.	Society exploits nature for its own needs					
18.	There should be a tendency in the society to plant plants and shade trees on the roadsides					
19.	I know the new generation should be interested in gardening and Farming					
20.	I know organic fertilizers are used for agriculture					
21.	I find time to enjoy nature during breaks					
22.	I know that floods can be avoided if the garbage in the streams and rivers is removed and cleaned from time to time					
23.	I know that new farming methods can be developed according to the changing nature					
24.	Everyone should take care to keep the living conditions clean					

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25.	I know that conservation starts at home					
26.	I know environmental values are taught in schools					
27.	I know that air pollution can be reduced if everyone uses public Transport					
28.	I am interested in joining my local arts and sports club and participating in environmental conservation programs					
29.	I lead group environmental protection programs					
30.	I don't have any mental tension while participating in environmental protection activities					
31.	I am aware of the environmental issues facing modern society					
32.	I am always ready to solve small environmental problems					
33.	I know that it is my duty to participate in social activities for environmental protection					
34.	Vegetables grown at home are given to other households and attract the community to environmental activities					
35.	I contribute my share to environmental protection programs					
36.	I try to understand the environmental attitude of all people					
37.	I feel honored when I see vehicles parked in the shade of trees on the Road					
38.	I feel honored when I see people planting trees in public places					

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39.	On the occasion of Environment Day, messages from filmmakers, politicians and teachers who set an example by planting trees are heard and spread.					
40.	I try to reflect in myself the good ideas of the attitude towards nature in my friends					

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LOGICAL MATHEMATICAL INTELLIGENCE TEST

Supervisor: Mrs.Pushpa George Investigator: Josmy M Sebastian

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Instructions

- Read each question carefully and put a tick mark (✓) against your choice.
- Do not omit any question.
- Your responses will be kept confidential and will be used only for research purposes.

Questions:

1. What is 45% of 500a.
   225
   b. 250
   c. 450
   d. 525
2. Which number should be there next in this series? 25, 24, 22, 19, 15
   a. 5
   b. 7
   c. 10
   d. 12

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3. If the letters of the word CYLINDER are arranged alphabetically, then which letter would be farthest from the first letter of the word?
   a. C
   b. Y
   c. N
   d. R
4. Look at this series: 36, 34, 30, 28, 24, … What number should comenext?
   a. 22
   b. 26
   c. 23
   d. 25
5. In a certain code language, 'ANIMALS' is written as 'SLAMINA'.How is 'ONLINE' written in that code?
   a. ENILNO
   b. OLINEN
   c. LNOINE
   d. NNLOIE
6. There are 3 types of balls in a box. Red balls, yellow balls, and blueballs. There are 10 red balls, 5 yellow balls, and 3 blue balls in the box. Moreover, there are 10 balls on the table. How many are in thebox.
   a. 18
   b. 15
   c. 13
   d. 10
7. How many 2's are there in the following sequence, neitherpreceded by 6 nor Immediately followed by 9? 9266295927891629629
   a. 1
   b. 2
   c. 7
   d. 8

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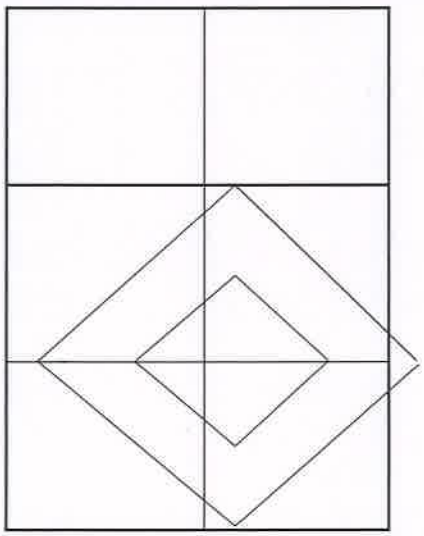
8. How many different squares are in the picture below.



a. 7

b. 4

c. 6

d. 8

9. Find the missing number

2	7	6
9	5	1
4	3	?

a. 5

b. 6

c. 7

d. 8

10. Introducing a boy, a girl said, "He is the son of the daughter of thefather of my uncle." How is the boy related to the girl?

a. Cousin

b. Nephew

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c. Uncle

d. Son-in-law

11. If + means ÷, × means –, – means × & ÷ means +, then 38+19 – 16x 17÷ 3 = ?

a. 10

b. 16

c. 18

d. 20

12. The car parking area for the new mall will have 80 parking spaces.If each row can have 4 parking spaces for cars, how many rows will the car park area need?

a. 5

b. 10

c. 15

d. 20

13. In a row of persons, the position of Sakshi from the left side of the row is 26th, and the position of Sakshi from the right side of the row is 35th. Find the total number of students in the row?

a. 67

b. 32

c. 46

d. 60

14. Mary is 16 years old. She is 4 times older than her brother. How oldwill Mary be when she is twice his age?

a. 20

b. 24

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c. 25

d. 30

15. If X is the brother of the son of Y's son, how is X related to Y?

a. Grandson

b. Son

c. Cousin

d. Cannot be determined.

16. I am an odd number. Take away one letter and I become evenWhat number am I?

a. One

b. Three

c. Five

d. Seven

17. Sonu's age is 2/3rd of Manu's. After 5 years Sonu will be 45 yearsold. Manu's present age is.

a. 54

b. 56

c. 60

d. 62

18. The product of two numbers is 12. The difference between both numbers is 1. Which numbers are these?

a. 5&6

b. 7&4

c. 4&3

d. 6&2

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19. If 16-2 =2, 9-3 = 0, 81 -1 =8, 64-4 =?

a. 9

b. 6

c. 4

d. 1

20. If 10 people can do a piece of work in 5 days, working 2 hours a day, how long will 2 people take to do the same work, working 5 hours a day?

a. 8

b. 5

c. 10

d. 12

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METACOGNITIVE AWARENESS SCALE

Supervisor: Dr. Beenamma Mathew Investigator: Nimi Jose

Instruction:

- Read the following instructions carefully.
- For each statement there are five responses- Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA), and Strongly Disagree (SD). Put a tick mark (✓) against your choice for each statement.
- Respond to all the statements and it will be kept confidential and will be used only for my research work.
- Do not omit any statement.

Sl. No.	Statements	SA	A	UD	DA	SD
1.	I read the newspaper daily to keep myself up to date.					
2.	I know what type of environment is needed for me to study with concentration.					
3.	I use reference material such as Dictionaries to help me understand the meaning of unknown words.					
4.	I know how to control my attention and concentrate on my studies.					
5.	I connect unfamiliar concepts to familiar ones for better understanding.					
6.	I learn best when I have previous experience in that topic.					

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7.	I think before I do something.					
8.	I am dedicative to whatever I do.					
9.	If I do not get a suitable environment to study, I get perplexed.					
10.	I use helpful teaching techniques automatically.					
11.	I paraphrase concepts for better understanding.					
12.	I have a specific reason for choosing each teaching technique I use when I teach.					
13.	When confronting a problem, I often compare it to problems that I have previously solved.					
14.	I use helpful techniques automatically to solve a problem.					
15.	I have my own timetable at home.					
16.	I learn best when I have pre-requisite knowledge about that topic.					
17.	I feel more confident in the discussion when others respond to my questions.					
18	I need a clear understanding of the topic to respond quickly in a discussion.					
19.	I need to read the discussion prompts carefully to know when it is appropriate to brainstorm.					
20.	I decide what I need to get done before I start a task.					
21.	I consider several alternatives to a problem before I begin a task and choose the best one.					

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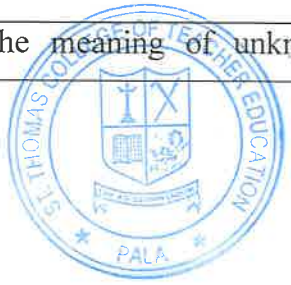
22.	I set my specific teaching goals before I start teaching.					
23.	I organise my time to best accomplish the learning/teaching goals.					
24.	I make plans for how to do the activities in the subject.					
25.	I collect information from my parents to clarify my doubts.					
26.	I write short notes while reading a subject matter to help me to understand what I read.					
27.	I use tables, figures, and diagrams to increase my understanding of that content.					
28.	I create my own examples to make information more meaningful.					
29.	When a new social issue arises, I often try to investigate that issue more deeply.					
30.	I imitate my parents when I do household work.					
31.	I critically analyse the information presented in the textbook.					
32.	I periodically review my relationship with others to help me to understand important ones.					
33.	I ask others for help when I don't understand something.					
34.	I check my information when I come across conflicting information.					
35.	When the content is difficult I try to picture the information.					
36.	I try to guess the meaning of unknown					



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	words or facts by rereading the same sentence.					
37.	When I don't understand something I go back over it again.					
38.	I analyse my whole day including all experiences before I sleep.					
39.	I ask myself whether I have considered all the possible options after I solve it.					
40.	I ask myself if there was an easier way to do things after I finish a task.					

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THINKING STYLES INVENTORY

Supervisor: Dr. Beenamma Mathew Investigator: Nimi Jose

Instruction:

- Read the following instructions carefully.
- For each statement there are five responses. Put a tick mark (✓) against your choice for each statement.
- Respond to all the statements and it will be kept confidential and will be used only for my research work.
- Do not omit any statement.

Items

1. I am interested in
   (a) Changing something.
   (b) Family values.
   (c) Practical solutions.
   (d) Scientific solutions.
   (e) Concrete results.
2. When I watch Television at home, I usually enjoy
   (a) Feeling level discussions.
   (b) Brainstorming, lively give and take.
   (c) Rational examination of issues.
   (d) Short, direct, factual discussions.
   (e) Intellectual, philosophical arguments.

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3. When I go for shopping, I select
   (a) Find a new way of wearing old materials that are already in hand.
   (b) Carefully analyse different colour combinations and select one.
   (c) The colour combinations of materials that I like the most.
   (d) Different colour combinations of materials that I don't have.
   (e) A colour combination that someone told you suits at most.
4. When I see a picture, I always
   (a) Focus on its details.
   (b) Compare and assess it.
   (c) Try to make connections between the parts of it.
   (d) Think about the whole picture.
   (e) Consider a bigger picture.
5. I didn't like when
   (a) Talks about too theoretical, and impractical.
   (b) Something that never changes or follows the same routine.
   (c) Someone who settles his work less than his best.
   (d) Someone talks about dry, dull, or humourless topics.
   (e) Talks that are useless and irrational.
6. When problems in the family arise, I
   (a) Seek conflicts.
   (b) Consider too many choices to solve it.
   (c) Rush too quickly to immediate pay off.
   (d) Over plan or over analyse the situation.
   (e) Rush to over simplified solutions.
7. When I have a task to do for my neighbours, I want to know is
   (a) Why the task is worth doing.
   (b) What is the immediate benefit of doing the task.
   (c) What is the best method for getting the task done.
   (d) Who wants the task done with the dead line.
   (e) What effect it may have on other tasks that have to be done.

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8. I always wish the people around me to see me as
   (a) Open, sociable, and humorous personality.
   (b) Cool, studious and hard-to-read personality.
   (c) Direct, and forceful personality.
   (d) Challenging, sceptical and amusing personality.
   (e) Helpful, trustworthy, supportive and useful.
9. When I wish to solve a social problem, I always seek
   (a) One best way.
   (b) Solutions that meet current needs.
   (c) Conflicts and synthesis of that problem.
   (d) Ideal solutions to the problem.
   (e) Shortest route to pay-off.
10. If there is any conflict between the ideas having social implications,
   (a) Reflect on my personal opinions and experiences.
   (b) Express the argument most forcefully and concisely.
   (c) Express the ideals and values involved.
   (d) Approach the ideas with the most logic and consistency.
   (e) Identify and try to bring out the conflict.
11. I think that I can perform better in such a social situation which is
   (a) Controversial.
   (b) Value-based.
   (c) Complex.
   (d) Structured.
   (e) Well defined.
12. I find a political idea useful if,
   (a) Explains things to me in a new way.
   (b) Can systematically explain a number of real situations.
   (c) Serves to clarify my own experience and situations.
   (d) Has a practical and concrete application.
   (e) Fits well with the ideas that I learned earlier.

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13. I like a social situation that points out
    (a) Tactics and strategies.
    (b) Data and details.
    (c) Realities and resources.
    (d) Abstract conceptual aspects.
    (e) Values and aspirations.
14. I am likely to believe that socio-political ideology is true if it has,
    (a) Makes sense logically and scientifically.
    (b) Can be personally verified by observable facts.
    (c) Helps up against opposition.
    (d) Fits with other things that I believe.
    (e) Shown to hold up in practice.
15. If I am a leader of a district, I may focus on
    (a) To make a solution to a problem and stay put.
    (b) Doing something new.
    (c) Improving the quality of life.
    (d) Find a new method of doing something.
    (e) To attend every aspect of society.
16. While preparing for my class,
    (a) I try to incorporate new ideas and concepts.
    (b) I may try to overlook details.
    (c) I try to include explanations for important points.
    (d) I try to use well-formulated sentences.
    (e) I try to use direct and descriptive questions.
17. When the teacher is delivering the class, I absorb new ideas best by,
    (a) Understanding it in a holistic way.
    (b) Relating them to innovative or novel activities.
    (c) By careful analysis of the pros and cons.
    (d) Understanding their applicability in concrete situations.
    (e) Contrasting them with other ideas.

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18. When I face a task in my college, I usually
    (a) Care more about the details of the task rather than the general effect.
    (b) Analyse and judge before I get into it.
    (c) Focus on the facts related to the task.
    (d) Try new strategies or methods.
    (e) Care more about the general effect rather than the details of the problem.
19. When I get a task to do from my teachers I may try too hard for
    (a) Predicting its solutions.
    (b) A general agreement for doing the same.
    (c) A change, novelty way to do the same.
    (d) A perfect solution.
    (e) Getting its advantageousness.
20. If I do a project, I start with
    (a) Trying to aim the current needs.
    (b) Trying to fit them into a broad perspective.
    (c) Deciding whether I can do it alone or if I will need help.
    (d) Adapting to the situations available.
    (e) Analysing whether or not the project should be done.
21. When I feel stressed due to heavy workload, I usually
    (a) Do funny things to forget the stress.
    (b) Feel hurt.
    (c) Feel bored.
    (d) Withdraw from the situation.
    (e) Becomes agitated.
22. When I hear a fact from my teachers, I usually
    (a) Welcome it and consider it in a broad view.
    (b) Try to connect it with values.
    (c) Enjoys working with them.
    (d) Blindly believe it.

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(e) Make inferences by coordinating and linking it with many ideas.

23. I can contribute the most in a classroom situation

(a) Finding new ways of doing things with materials at hand.

(b) Finding the practical applications.

(c) Achieving a concrete result.

(d) Making connections between things.

(e) Setting a goal.

24. When I get a task to do from my teachers, I focus on

(a) Its method and plan.

(b) Facts and results.

(c) Its underlying assumptions.

(d) The process and relationships.

(e) Immediate payoff.

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SOCIAL COMPETENCE SCALE

Supervisor: Dr. P. P Shajimon Investigator: Alphy Francis

Instructions

- Read each statement carefully and put tick mark against your choice.
- For every statement there are three possible responses: Always, Sometimes, and Never.
- Do not omit any statements.
- Your response will be kept confidential and will be used only for research purposes.

Sl. No.	STATEMENTS	Always	Sometimes	Never
1.	I share food items with my siblings.			
2.	I don't share my problems with my parents.			
3.	I share household jobs with my siblings.			
4.	I like sharing my belongings with my friends.			
5.	I don't cooperate with my neighbours.			
6.	I help my parents in their work.			
7.	I help my friends in their studies.			
8.	I don't communicate my desires with my parents.			
9.	I can easily communicate with my relatives.			
10.	I can communicate an idea in many ways.			

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11.	I am not confident enough to ask anything to my father.			
12.	I am confident in my ability to interact with my relatives in family gatherings.			
13.	I am not confident in asking doubts in front of the whole class.			
14.	I can effectively deal with my siblings at home.			
15.	I am not confident to ask doubts in front of my friends in meetings.			
16.	I am afraid to share my opinions.			
17.	I am confident in my ability to complete a task assigned by the teacher.			
18.	I follow a timetable at home for my studies.			
19.	I can organise a program even without seeking the help of teachers.			
20.	I motivate my friends to participate in various programmes.			
21.	I can solve my social conflicts very well.			
22.	I think before acting.			
23.	I don't depend on others to make decisions.			
24.	I depend on others to make final decisions related to public matters.			
25.	I give my opinions during social gatherings.			
26.	I work hard for better grades.			
27.	I concentrate well in the classroom.			
28.	I keep my room neat and clean.			
29.	I switch off lights and fan in my classroom after its use.			

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ENVIRONMENTAL AWARENESS QUESTIONNAIRE

Supervisor: Dr. Bindu David Investigator: Anita James

Instructions

- Read each question carefully and put a tick mark against your choice.
- For each question, two alternatives are given- Yes or No.
- Do not omit any questions.
- Your responses will be kept confidential and will be used only for research purposes.

SI.No.	Questions	Yes	No
1.	Does sustainable development help to secure the well-being of future generations?		
2.	Is greenhouse effect responsible for the increase in temperature of the biosphere?		
3.	Is clean environment essential for human health and well-being?		
4.	Is it good to bath and wash in ponds that are used for drinking?		
5.	Is it your responsibility to reduce the use of goods that are made up of plastics?		
6.	Do you think throwing broken glasses in places with less traffic is not dangerous?		
7.	Is the loss of tropical forests a serious problem for the country?		

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8.	Can air pollution be controlled by reduced travelling?		
9.	Does the earth have plenty of natural resources?		
10.	Does the use of solar energy help to reduce pollution?		
11.	Should one be concerned about water pollution only if he is using it?		
12.	Is it necessary to check the vehicles for smoke pollution to prevent air pollution?		
13.	Is it necessary to use biofertilizer to maintain the fertility of the soil?		
14.	Are big dams essential for the production of hydroelectricity?		
15.	Is it necessary to launch community immunisation programmes to prevent communicable diseases?		
16.	Do you think the collection of waste in separate waste bins is important for sustainable development?		
17.	Do you cultivate vegetables at home?		
18.	Is noise pollution harmful to our health?		
19.	Is dumping waste in street a good practice?		
20.	Can humans avoid eco-disaster?		
21.	Is climate change a major problem for plants and animals?		
22.	Is it my responsibility to replant trees?		
23.	Are humans responsible for water scarcity?		
24.	Is it good to throw plastic bags once they are used?		
25.	Is it important to reduce the use of biofertilizer?		
26.	Does emissions from industry cause climate change?		

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27.	Is burning plastics injuries to health?		
28.	Can unwanted contaminants be removed by purifying water?		
29.	Do you prefer dried wood as an energy source for cooking?		
30.	Do humans abuse the environment?		
31.	Can global warming be reduced by planting a tree?		
32.	Is it good to cut trees for household purpose?		
33.	Do people should take an active part in environmental protection campaigns?		
34.	Is it necessary to punish capturing of wild animals?		
35.	Do you reuse water?		
36.	Do communication media play a vital role to make people aware of their environment?		
37.	Is animal protection act required?		
38.	Do you keep your house clean?		
39.	Do mass movement a must for the protection of the environment?		
40.	Have you ever created a poster on environment?		

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GREEN CONSUMERISM SCALE

Supervisor: Dr. Bindu David Investigator: Anita James

Instructions

- Read each statement carefully and put a tick mark against your choice.
- For each statement, the possible responses are divided into five alternatives which are Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree.
- Do not omit any statement.
- Your responses will be kept confidential and will be used only for research purposes.

SI.No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I have a bigger role in protecting the environment as a consumer.					
2.	I have a vegetable garden at my home that is free from pesticides and chemicals.					
3.	I buy products that are marked as environment friendly.					
4.	I consume organic food free from pesticides and chemicals.					

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5.	I prefer to buy energy efficient LED bulbs at home.					
6.	I make a conscious effort to limit my use of products that are made up of scarce resources.					
7.	I am not concerned about wasting the resources of our environment.					
8.	I feel more comfortable when I use green products rather than normal ones.					
9.	I believe that environment friendly products help to reduce pollution.					
10.	I have reduced buying bottled water consumption to reduce environmental pollution.					
11.	I buy green crackers which helps to reduce pollution.					
12.	I believe that green products can save nature.					
13.	I don't like the idea of purchasing green products.					
14.	I buy products in packages that can be refilled.					
15.	I have the ability to convince members of my family or friends not to buy some products which are harmful to the environment.					
16.	It is difficult for me to select eco-friendly products while shopping.					
17.	It is my responsibility to control the desire of excessive purchase for the					

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	sake of future generation.					
18.	I carry homemade food items for lunch.					
19.	I find it difficult to separate organic waste and plastic waste.					
20.	I plant seeds in biodegradable garden pots at home.					
21.	I insist my parents not to throw away used plastic products to the environment.					
22.	It is difficult for me to use stainless steel water bottle.					
23.	I suggest my friends that is better to buy an electric car.					
24.	I use eco-friendly stainless bottles in classroom.					
25.	It is difficult for me to choose recyclable paper pencils.					
26.	I encourage my friends in environment sustainable activities.					
27.	I like to present eco-friendly gifts to my friends.					
28.	It is difficult for me to pay more money for eco-friendly products.					
29.	I have enough time to search for eco-friendly products.					
30.	I can buy fresh vegetables and fruits instead of pre-packaged products.					
31.	I don't have the ability to make others aware of green products.					
32.	I prefer to buy food products before the					

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	date expires.					
33.	I am willing to pay much higher price for clothes which are long lasting.					
34.	I don't prefer to buy products that are packaged in recyclable containers.					
35.	I use rechargeable batteries.					
36.	I insist my friends buying environment friendly brands for ecological reasons.					
37.	I don't buy fast food product.					
38.	I am willing to by environment friendly products in the near future.					
39.	I leave my computer on while going to sleep.					
40.	I encourage my friends to carry a cotton bag while shopping.					

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QUESTIONNAIRE ON AWARENESS OF RESPONSIBLECONSUMPTION

Supervisor: Dr. T. M. Mollykutty Investigator: Asha Mathew

Instructions

- Read each question carefully and put a tick mark (✓) against yourchoice
- For every question, there are Two responses. They are: Yes or No
- Do not omit any questions.
- Your response will be kept confidential and will be used only forresearch purposes.

Sl.No.	Questions	Yes	No
1.	Do you know that our earth's natural resources are depletingover time?		
2.	Do you know that renewable resources can be used repeatedlyover time?		
3.	Does a long period of time is required for the formation ofnatural resources?		
4.	Do the reduction of resources is due to an increase in population?		
5.	Are LED bulbs use less energy than CFL bulbs?		
6.	Is solar energy is a renewable source of energy?		
7.	Is increased use of non-renewable resources harmful to theenvironment?		

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8.	Did you know that fossil fuels are formed from the remains of plants and animals that lived millions of years ago?		
9.	Does plastic reach the sea badly affect marine species?		
10.	Do the increased use of vehicles result in the emission of harmful gases?		
11.	Can we reduce paper usage by switching to online bill payment?		
12.	Can we reduce waste by using reusable steel water bottles and lunch boxes?		
13.	Can we save trees by using old notebooks that are still usable instead of buying a new one?		
14.	Are you aware about buying durable long-lasting and sustainable items can help the environment?		
15.	Is it good to use second-hand products?		
16.	Is single-use plastic good for the environment?		
17.	Do the rechargeable batteries are environmental friendly?		
18.	Have you heard of the process of converting waste into reusable materials?		
19.	Can you identify recyclable products when you purchase commodities?		
20.	Are you aware about exchanging electronic appliances can be recycled to useful products?		
21.	Are you familiar with the term 'Responsible Consumption'?		
22.	Can we protect our planet by being more responsible in our consumption patterns?		

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23.	Have you heard of eco-labeled products?		
24.	Do you know that used papers can be recycled into new clean pieces of paper?		
25.	Is the use of organic pesticides reducing impacts on soil?		
26.	Are eco-friendly products necessary for the existence of our environment?		
27.	Are humans polluting water in rivers and lakes faster than nature can purify it?		
28.	Do the plastics in soil result in stunted growth of plants?		
29.	Is generating electricity from wind power safe for the environment?		
30.	Are laws necessary to minimize environmental impacts?		
31.	Can we save fossil fuels like petrol diesel by using electric vehicles?		
32.	Is global warming a serious threat to the existence of our earth?		
33.	Do you know that excess consumption can create hindrances for the future generation to meet up their basic needs?		
34.	Do you think humans should live in harmony with nature so that they can survive?		
35.	Are you aware that it is your responsibility to preserve water resources?		
36.	Is it our responsibility to reduce the overuse of things?		
37.	Did you know that you can search the Internet for eco-friendly products before purchasing a product?		
38.	Is planting tree a favour for nature?		

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39.	Can we make a positive change in our society by giving awareness about conservation of nature and resources?		
40.	Can we conserve water resources by building rainwater harvesting?		

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CHECKLIST ON PRACTICES OF RESPONSIBLE CONSUMPTION

Supervisor: Dr. T. M. Mollykutty Investigator: Asha Mathew

Instructions

- Read each statement carefully and put a tick mark (✓) against yourchoice
- For every statement, there are Two responses. They are: Yes or No
- Do not omit any statements.
- Your response will be kept confidential and will be used only forresearch purposes.

Sl.No.	Statements	Yes	No
1.	I don't waste water unnecessarily when I brush my teeth.		
2.	Instead of buying small cans of juice I used to buy a largebottle of juice.		
3.	In my home I keep windows and ventilation open for daylight.		
4.	I use refill pens.		
5.	I use steel water bottles to take water to school.		
6.	I buy refillable liquid soaps and refill the bottles whenempty.		
7.	I do not switch off mobile chargers after charging mobile phones.		
8.	I switch off lights and fans when we leave my classroom.		
9.	I use LED bulbs at home.		

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10.	I buy something only when I really need it.		
11.	When we see a water tap sprouting and wasting water, I immediately close it.		
12.	I make a list and plan carefully before purchasing.		
13.	I keep my own grocery bag when I go for shopping.		
14.	I use textbooks from the previous class instead of buying new ones.		
15.	I give away used clothes for charity.		
16.	I repair my sandals and shoes to make them last longer.		
17.	I throw away notebooks without using the entire pages.		
18.	In my family I fix and use broken items instead of buying new ones.		
19.	I take only enough food for my lunch to school.		
20.	In a cafe restaurant, I order too much food which I couldn't eat.		
21.	I use food waste as organic compost in my family.		
22.	I eat what is available at home instead of purchasing food.		
23.	I drink Soft drinks while going out.		
24.	I check the expiry date before purchasing a product.		
25.	I have fresh and organic food items with less chemical impacts.		
26.	I eat grilled items when we go out.		
27.	I burn plastic items at home.		
28.	I use paper cups and plates instead of plastic cups and plates.		

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29.	I recommend eco-friendly products to friends.		
30.	I use newspapers to pack items.		
31.	I throw papers and wrappings to the ground.		
32.	I use calendars of previous year to wrap my textbooks.		
33.	I use empty containers to keep groceries in the kitchen.		
34.	I buy products based on advertisements and not on environment-friendly products.		
35.	I buy products and I never use and keep it aside.		
36.	I used to purchase from local shops.		
37.	I don't use public transportation facilities.		
38.	I used to walk to nearby places.		
39.	I use bio fertilizers in our home garden.		
40.	I use broken plastic buckets for planting plants.		
41.	I make crafts out of used materials.		
42.	I don't think about the possibilities of reusing materials before it is thrown away.		
43.	I appreciate those who make their consumption responsible.		
44.	I throw wastes in separate bins for paper, plastic and food at school.		
45.	I give awareness among my family members about Responsible Consumption practices.		

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ACADEMIC BUOYANCY SCALE

Supervisor: Dr. T M Mollykutty Investigator: Divya Mohanan

Instructions

- Read each statement carefully and put a tick mark (✓) against your choice
- For every statement, there are five responses. They are: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA), and Strongly Disagree (SD).
- Do not omit any statement.
- Your response will be kept confidential and will be used only for research purposes.

Sl. No.	Statements	SA	A	UD	DA	SD
1.	I can communicate well with my teachers and friends					
2.	I can accept failure without getting upset					
3.	I can share my mistakes with my parents for better advises					
4.	I can easily recover from failure with the support of my parents.					
5.	I can overcome failure in the classroom without getting disappointed					
6.	I can't accept failure in front of my friends and teachers.					
7.	I am confident to satisfy my parent's expectations of me					

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8.	I never change my long-term goals and Ambitions					
9.	I don't give up when things look hopeless					
10.	I will achieve a high mark in examinations.					
11.	I solve my academic problems very easily.					
12.	I can prepare notes for every subject					
13.	I can manage the household work along with my studies					
14.	I wake up and go to bed at the fixed time every day					
15.	I study for a fixed time even if I have to do other activities in my home					
16.	I work strictly according to my timetable at home					
17.	I complete my work at the scheduled time					
18.	I fix a time for each question while writing the examination					
19.	I prefer my parents to my gratification					
20.	I give importance to my studies for my gratification					
21.	I would use my experience to motivate myself.					
22.	I do not use feedback to improve my work					
23.	I take lecture notes in class to strengthen the memory					
24.	I allot more time to difficult subjects					
25.	I usually perceive a situation in a number of ways					
26.	I arrange my study room to learn without distraction					

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27.	I try different ways to study.					
28.	I can face the difficult situation easily					
29.	I can assess whether the situation is good for me					
30.	I try to adjust to whatever changes occur in Life					
31.	I would see the situation as a challenge					
32.	I can interact confidently with everyone					
33.	I voluntarily share my ideas in the home					
34.	I clarify my doubts to teachers					
35.	I tell my teacher that I didn't understand the topic					
36.	I can answers without fear					
37.	I stick to my decisions					
38.	I manage to pull through even when my parents think there is no hope in passing subjects					
39.	I assess my performance and correct it next time if I am wrong					
40.	I am passionate about my studies					
41.	I can talk about my problems with my family					
42.	I can learn even if there are many disturbances					
43.	I persistently solve problems in my academic subjects					
44.	I complete my tasks with constant effort					
45.	I try to change myself to fit within the group					

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SELF-EFFICACY SCALE

Supervisor: Dr. T M Mollykutty Investigator: Divya Mohanan

Instructions

- Read each statement carefully and put a tick mark (✓) against your choice
- For every statement, there are five responses. They are: Strongly Agree (SA),Agree (A), Undecided (UD), Disagree (DA), and Strongly Disagree (SD).
- Do not omit any statement.
- Your response will be kept confidential and will be used only for researchpurposes.

Sl.No.	Statements	SA	A	UD	DA	SD
1.	I do not have sufficient self-confidence to perform.					
2.	I am inclined to feel that I am a failure.					
3.	I am afraid to perform in front of a group.					
4.	I am good at holding people's interest and attention					
5.	I feel my parents are happy about my performance in the last examination.					
6.	I know how I can understand a difficult topic.					

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7.	I know what I should do to memorize a concept					
8.	I can monitor my performance					
9.	I can focus on deviating my performance					
10.	I take measures to improve my performance					
11	I make sample questions from a topic and answer then after reaching home					
12.	I can motivate myself to do school activities					
13.	I can perform my task in my academics such as group work, oral works etc					
14.	I can generate new ideas through models					
15.	I can think deeply by modeling					
16.	I make my models to make studying easier during the holidays.					
17.	I am interested to study using models.					
18.	I make models for competitions					
19.	I role-model the characters in the film					
20.	I look up to my parents as role models					
21.	I use the colloquialism of other locals					
22.	I am more of a listener than a seer					
23.	I feel that I have a number of good qualities.					
24.	I can depend on myself other than anyone else					
25.	I usually help my classmates when they ask me to help with problem solving					
26.	I use my skills to help friends.					
27.	I try to adjust to others' troubles.					
28.	I am usually optimistic.					

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29.	I discover a satisfying life purpose					
30.	I can maintain a proper balance between my studies and household work					
31.	I can do my household work Independently.					
32.	I monitor things thoroughly					
33.	I can remain calm when facing difficulties because I can rely on my coping abilities.					
34.	I know the goal of my life and try my best to achieve it					
35.	I respect my parents.					
36.	I pray daily to feel comfort					
37.	I am talk to myself					
38.	I feel comfortable meeting new friends					
39.	I usually check myself to see whether my attempts are in the right direction					
40.	I am comfortable with my teachers.					

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COGNITIVE FLEXIBILITY SCALE

Supervisor: Dr. Sr. Mary Thomas Investigator: Elizabeth Joseph

Instructions

- Read each statement carefully and put a tick mark (✓) against your choice
- For every statement, there are five responses. They are: Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (DA), and Strongly Disagree (SD).
- Do not omit any statement.
- Your response will be kept confidential and will be used only

Sl.No.	Statements	SA	A	DA	SD
1.	I listen and consider different features of every objects.				
2.	I am open to various ways of learning.				
3.	When learning, I observe things from different perspectives.				
4.	When learning, I tend to consider various possibilities.				
5.	I am able to attend class consciously.				
6.	I prefer to do things that force me to learn something new.				
7.	I am able to participate in a group discussion actively.				

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8.	I can make responses and clarify doubts in every classes.				
9.	I always know different ways to deal with sudden changes.				
10.	I can shift my thoughts between multiple concepts.				
11.	I am willing to listen and consider alternatives for handling a problem.				
12.	I am aware of what is going on inside me.				
13.	I like to experience new learning technologies.				
14.	I like to see and study how other people live.				
15.	I adjust easily to technological changes as software updates.				
16.	I like to relax my mind in every moment.				
17.	I can find workable solutions to seemingly solvable problems.				
18.	I try to overcome the difficulties and bad experiences.				
19.	I think others see my defects only.				
20.	I use to participate in all the activities in the school.				
21.	I am confident to ask my doubts in classroom.				
22.	I can handle every challenges from society.				
23.	I can calm myself when my parents scold me.				
24.	I feel angry when my siblings get appreciated.				
25.	I cheer up myself even when I fail in a game.				
26.	I feel jealousy when I see good qualities in my friends.				

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27.	I can remain in control over my thoughts and emotions on dealing with my various situations.				
28.	I can manage my hunger and pains.				
29.	I can make friendship easily without considering their caste, creed, colour etc.				
30.	I like to cooperate with my neighbours of different ages.				
31.	I can manage my emotions and anxiety towards some social evils in the society.				
32.	I have the ability to learn new lessons from my past mistakes.				
33	I cannot do the duties in the home when my parents are not at home.				
34	I adjust myself to changes in learning conditions without difficulty.				
35	I can quickly adapt to changes in the society.				
36	I use to speak frankly to my parents about daily experiences.				
37	I can empathize my sibling's feelings.				
38	I use to listen to my friend's problems.				
39	I think I am very free in speaking to my teachers				
40	I can observe and sensitize the social evils in the society.				
41	I have difficulty in communicating an idea in many different ways.				
42	I tend to procrastinate my works at home.				
43	I write things down rather than remember everything in my head.				
44	I plan out a revision time table for examinations.				

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45	I take a positive attitude towards frustrations and failures.				

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SOCIAL ADJUSTMENT SCALE

Supervisor: Dr. Sr. Mary Thomas Investigator : Janet Celine Varghese

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Instructions

- Read each Statement carefully and put tick mark against your choice.
- For each statement, the possible responses are divided into five alternatives which are Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD)
- Do not omit any Statement.
- Your responses will be kept confidential and will be used only for research purposes.

Sl. No.	STATEMENTS	SA	A	U	D	SD
1	My parents have good opinion about me.					
2	I feel I am a person of worth.					
3	I feel free to mingle with my classmates.					
4	I am confident to talk with others in a group					
5	My parents always try to understand me.					
6	My parents have good opinion about me.					
7	I treat my neighbours friendly.					
8	I value the advices of my parents regarding my behaviour at home.					
9	I value the advices of my teachers.					
10	I believe that all the societal rules are made for the goodness of the society.					

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11	I obey the suggestions given my parents regarding my friendship.					
12	I obey the suggestions given my parents regarding my social behaviour.					
13	I obey traffic rules.					
14	I can be friendly easily with my classmates.					
15	I can overcome the difficulties and problems arised during classroom activities					
16	I enjoy to help my classmates in their difficult situations					
17	I enthusiastically take part in the difficulties of others.					
18	I try to make my family members happy when they feel sad.					
19	I used to talk with academically backward classmates in my classroom.					
20	I interact wth economically backward people in my locality.					
21	I never suspect my friends.					
22	I take suggestions from my parents when I make decisions					
23	My friends ask my opinion in group activities.					
24	I seek opinion of my teachers while taking decisions in academic activities.					
25	I take leadership in classroom activities					
26	My siblings ask my help during their study time.					
27	I share my pen,pencil etc when my friends are in need of.					
28	I spend my time to teach my friends who face difficulties in learning.					
29	I share my pocket money for charity.					
30	I patiently hear when my teachers give corrections to me.					
31	I can overcome the irritated comments of people from my locality					

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32	I prefer to work independently than team work.					
33	I cooperate with friends and teachers in co-curricular activities					
34	I participate in school based extension programmes					
35	I cooperate with friends and neighbours in locality based charity activities					
36	I share my favourite articles with my siblings.					
37	I participate in competitions.					
38	When I compare myself with others I feel inferior.					
39	I am often sad and distressed in school.					
40	I am scared to face the public.					
41	I easily get irritated at my relatives' attitudes towards me.					
42	I like to interact with my mother only.					
43	I am not interested in solving the problems of others.					
44	I feel that some of my classmates neglect me					
45	I don't share my favourite food items with my siblings.					

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ALTRUISTIC BEHAVIOUR SCALE

Supervisor: Ms. Aneeta George Investigator: Julymol Joseph

Instructions

- For every statement the there are five alternatives Always, Very Often,Sometimes, Rarely, and Never.
- Read each statement carefully and put tick mark against your choice.
- Your responses will be kept confidential and will be used only for researchpurposes.
- Do not omit any statements.

Sl No.	Statements	Always	Very often	Sometimes	Rarely	Never
1.	I am happy when my parents praise my siblings.					
2.	When I see others in my family isolating someone, I tend to give company to that person.					
3.	I stand up and respect the elders					
4.	I am happy when teachers say good things about my classmate.					
5.	I consider others' problems as my own. .					
6.	I spend time with my loved ones, even when I am Busy					

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7.	I am happy with my sibling's happiness.					
8.	Even if my enemies come to my house, I treat them well					
9.	When my friend doesn't have a pen, I give it to him without telling others.					
10.	I will help a child in my class who has difficulty in writing notes. .					
11.	I will help a disabled person unable to cross the road					
12.	I work on someone's problem by seeking his need.					
13.	If I go out, I will take care of my younger siblings or cousins.					
14.	If anyone in my house gets sick, I will take care of them					
15.	I will help my classmate with their studies					
16.	When I plan a trip and choose a place to stay, safety is more important than cost					
17.	If someone has lost the way I will guide them to the right path.					
18.	I help the blind to cross the road					
19.	When my parents assigned me to do something I will do it with utmost sincerity.					
20.	I like to take initiative in my household work.					
21.	If I see a problem in my class, I will try to bring the attention of the authorities.					

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22.	When a problem arises, I don't accuse anyone without sufficient evidence					
23.	I will say the truth whatever the consequences.					
24.	When dealing with a public problem, I will act against it only after knowing its truth					
25.	I share all my things with my siblings equally					
26.	Parents who treat their children without discrimination are the best.					
27.	If I become the class leader, I will give equal priority to all.					
28.	I will obey the rules and regulations of my pursuit of college.					
29.	I would react to misbehavior while traveling on a crowded bus					
30.	I got admission in my favourite institution with influence.					
31.	I will persuade my family members for providing financial assistance to someone					
32.	I am willing to spend money on my sibling's needs.					
33.	I will donate study materials to a financially challenged child in my class					
34.	I share my things with everyone in my class.					
35.	I don't like publicity when I help					

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	someone.					
36.	If a child in an orphanage asks for help, I will help					
37.	I find time for household necessities even in my busy schedule					
38.	I will accompany my siblings for their admission					
39.	If I find the class messy, I clean it.					
40.	I help a child whose marks are falling.					
41.	I take my neighbour to the hospital when he or she is not well.					
42.	If I am a public servant, I will work for the welfare of the people					

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NATURE DEFICIT DISORDER SCALE

Supervisor: Ms. Aneeta George Investigator: Nikhil Joseph

Instructions

- Read each statement carefully and put a tick mark against your choice.
- For each statement the possible responses are divided into five alternatives which are Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree.
- Do not omit any statement.
- Your responses will be kept confidential and will be used only for research purposes.

Sl.No.	Statements	SA	A	UD	D	SD
1.	I am not interest in visiting parks.					
2.	I enjoy going to the forest.					
3.	After I plant a tree, I visit it to see how it grows					
4.	I enjoy strolling around meadows.					
5.	I don't enjoy playing in the mud.					
6.	I love the fragrance of flowers.					
7.	I eat Tulsi and Panikurka leaves.					
8.	I taste honey from the banana tree					

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9.	I dislike hearing the sound of birds.					
10.	I never heard the sound of rain.					
11.	I like to listen the sound of animals.					
12.	I have trouble focusing on one thing at a time, like reading a newspaper or watching TV.					
13.	I have many thoughts while engaging in an activity					
14.	I have to re-read the books because while I read them, I keep thinking of other things.					
15.	I daydream while listening to lectures or giving presentations.					
16.	I have trouble in controlling my thoughts.					
17.	My decisions change from time to time.					
18.	I frequently don't know what to do.					
19.	I spend most of the time sitting doing nothing around.					
20.	I regularly eat on time.					
21.	I make an effort to consume whole grains, veggies, and fruits, as well as other fiber-rich meals, every day.					
22.	When I walk outside and breathe fresh air, my headaches disappear.					
23.	I frequently have headaches.					

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24.	My activities are hampered by muscle soreness.					
25.	When I walk short distances, my joints ache.					
26.	I have trouble in sleeping due to mental disturbances.					
27.	I'm restless from panic and anxiousness.					
28.	I feel like I am a failure.					
29.	I tend to talk more than normal.					
30.	I tend to engage in two or more thoughts at once					
31.	I have no doubts while accomplishing something essential.					
32.	I am afraid to sit alone in some situation					
33.	I am afraid of nature					
34.	I manage my anger by engaging in other activities or listening to music.					
35.	Some of my friends say that I am short tempered.					

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FINANCIAL BEHAVIOUR SCALE

Supervisor: Dr. Sunu Austin *Investigator: Arun Robert*

Instructions

- Read each statement carefully and put a tick mark against your choice.
- For every statement, there are 5 choices: Always, Often, Sometimes, Rarely, and Never
- Do not omit any statements.
- Your response will be kept confidential and will be used only for research purposes.

Sl.No	Statement	Always	Often	Sometimes	Rarely	Never
1.	I transact money only with people whom I trust.					
2.	I use a banking app or money management tool to keep track of income and expenses.					
3.	I have a life insurance policy.					
4.	I take opinions from many literate friends regarding investment in various banking products.					
5.	I know how to make myself save money.					
6.	When it comes to my daily spending, I try to save as much as I can.					
7.	I always consider a huge return while making an investment decision.					

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8.	I understand how to minimize risk in investments					
9.	I like to make my financial choices independently, without too much influence from others.					
10.	I am not a risk-taker in my own financial matters.					
11.	I know how to invest in the stock market					
12.	I always think about how to save money from my purchases.					
13.	I do make use of financial information while buying financial products.					
14.	I prioritize buying the necessary items.					
15.	I am always anxious about my expenditure, while purchases.					
16.	I choose banking products after knowing services.					
17.	I always read the MRP of the product.					
18.	I compare the prices of the products.					
19.	I read all the terms and conditions before buying goods and services.					
20.	I spend according to a pre-determined personal Budget					
21.	I asked if I could get the same item at a lower price after buying					
22.	When I go out shopping, I enquire about prices.					
23.	I stay within my budget or spending plan.					
24.	Before I buy something, I carefully consider whether I can afford it.					
25.	I like to bargain and get the best deal for					

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	everything, even if the original price is not high.					
26.	I have an emergency fund to deal with financial uncertainties.					
27.	I am very good at managing my financial matters.					
28.	I am responsible for my financial well-being					
29.	I prefer taking loans for my financial emergencies.					
30.	I regularly contribute to a bank savings account					
31.	I understand interest rates, financial costs, and credit Terms					
32.	I know about various options that have low interest.					
33.	I know low the flow in interest rates affects borrowing.					
34.	I usually compare the interest rates offered by different banks.					
35.	I understand investment returns and risk					
36.	I always ensure about stock, I low the economic prosperity					
37.	I invest in stock markets.					
38.	I consider dividend income a key factor in investing in common stock.					
39.	I want to invest in shares when the share price decreases.					
40.	I am not interested in reading news/articles concerning financial investments.					

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FINANCIAL LITERACY TEST

Supervisor: Dr. Sunu Austin Investigator: Arun Robert

Instructions

- *Read each question carefully and put a tick mark against your choice.*
- *For every statement, there are 4 choices*
- *Do not omit any statements.*
- *Your response will be kept confidential and will be used only for research purposes.*

Sl.no	Questions
1.	**Which type of account is used for commercial purposes?**
	a. Current Account c. Capital Account
	b. Savings Account d. Fixed Account
2.	**Which type of tax cannot be shifted to anybody?**
	a. Direct c. Indirect
	b. Corporate Tax d. Sale Tax
3.	**This is paid to the government once a person's annual incomeexceeds a set amount**
	a. Fees c. Wages
	b. Salary d. Tax
4.	**What is the validity period of the cheque?**
	a. 4 months from the date of issue
	b. 3 months from the date of issue
	c. 1 month from the date of issued
	d. d. Unlimited

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5. **Financial year means a year commencing on**

a. 31st March of the period
c. 1st April of the year
b. Mid of the year
d. Ist January of the year

6. **Which of the following best describes the primary sources ofincome for most people aged 20-35?**

a. Profit from business
c. Dividends
b. Rent
d. Salary, wages

7. **It is made by selling goods or services at market**

a. Profit
c. Savings
b. Lability
d. Capital

8. **Which one is not an online payment mode?**

a. Cash on delivery
c. Debit card
b. Credit card
d. E-cheque

9. **Which of the following instrument is not typically associated with spending**

a. ATM card
c. Certificate of Deposit
b. Cash
d. Credit card

10. **Which of the following is one of the payment methods available on an online shopping website?**

a. Pay through cheque
c. Pay through DD
b. UPI transfer
d. Pay through cash

11. **Which of the following function is true concerning money?**

a. Act as a medium of exchange
b. Debts cannot be settled through money
c. It will not help in transactions.
d. It is a piece of paper and has no value

12. **ATM means**

a. Any Time Money
c. Automatic Transaction Machine
b. Automated Teller Machine
d. Authentic Time movement

13. **The amount you pay monthly, quarterly, semiannually, or annually to purchase**

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different types of insurance are

a. Premium
c. Liability
b. Deductible
d. Out-of-product expenses

14. **Which of the following is an example for online shopping website/app?**

a. IRCTC
c. Redbus
b. MakeMyTrip
d. Flipkart

15. **When RBI increases the cash reserve ratio (CRR), it will**

a. Decrease money supply in the economy
b. Increase money supply in the economy
c. Increase supply initially but decrease automatically later on.
d. No impact on money supply in the economy

16. **What is the full form of EMI?**

a. Equated Monthly Instalment
c. Equal Monthly Income
b. Equal monitoring income
d. Every Month Income

17. **What is the primary function of a bank?**

a. Accepting Deposits and Granting loans
b. Fixed Deposits
b. Current Deposits
d. Savings Deposits

18. **Which type of deposit earns a higher interest rate?**

a. Current Account
c. Savings Account
b. Fixed Deposits
d. Demand Deposits

19. **The banking sector falls under which of the following sectors?**

a. Industrial sector
c. Service sector
b. Manufacturing sector
d. None of these

20. **Deposits accepted by the Commercial Banks**

a. Current Deposits
c. Saving Deposits
b. Time Deposits
d. All of these

21. **Central Bank of India is:**

a. Reserve Bank of India
c. State Bank of India

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b. Central Bank of India d. Bank of India

22. The value of a product during inflation

a. Fall c. Increases

b. Decreases d. Unchanged

23. A personal budget will help you

a. Allocate future personal income toward expenses

b. Prioritize your spending

c. Monitor the sources of your income

b. All of the above

24. The total income earned by all the members of the household

a. Family Income c. Pension

b. Liability d. Reserve

25. Bank does not give loans against

a. Gold Ornaments c. LIC policy

b. Lottery ticket d. NSC

26. Shareholders are the

a. Employees of the company c. Owners of the company

b. Customers of the company d. Creditors of the Company

27. NIFTY carries:

a. Top 50 companies from India c. Top 50 companies listed on NSE

b. Top 30 companies from BSE d. Top 50 companies from Abroad

28. The market value of the shares is decided by

a. The investment markets d. The government

b. Shareholders

c. The respective Companies

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29. **Shareholders receive from the company**

a. Interest
c. Commission
b. Profit
d. Dividend

30. **Which of these is a short-term investment?**

a. Shares
c. Treasury Bills
b. Bonds
d. Mortgage

31. **The net value of your asset is**

a. The difference between your expenditures and income.
b. The difference between your assets and liabilities.
c. The difference between your cash inflow and outflow.
b. The difference between your assets and expenditures.

32. **The stock market is a place were**

a. Stock buyers and sellers meet
c. Investors and Companies meet
b. Traders and investors meet
d. Traders and Companies Meet

33. **The most widely used tool of monetary policy is known as**

a. Open market operations
c. Discount rate
b. Issuing of notes
d. None of these

34. **What is the primary goal of financial management?**

a. To minimise the risk
c. To maximise the owner's wealth
b. To maximise the return
d. To raise profit

35. **You need to borrow some money. Which of these sources is likely to charge higher interest on the loan?**

a. Borrowing from the established Banks.
b. Borrowing from a private money lender
c. Borrowing from parents
d. Don't know

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36. **When you perform an online transaction, the website sent to you to verify your identity for the payment is**

a. OTP
c. ATP
b. QRP
d. OPT

37. **A loan that has to be repaid immediately is called as**

a. Under draft
c. Over draft
b. Oversight
d. draft

38. **The code is required to be entered when you make an online transaction through a debit card.**

a. Card Verification Value (CVV)
c. Pin code
b. QR Code
d. Barcode

39. **KYC means**

a. Know your Customer
c. Know your Character
b. Know your Credit
d. Know your Cash

40. **What is meant by Aadhaar seeding?**

a. Linking of Aadhaar with Bank account
b. Duplicate issuance of Aadhaar
c. Transfer of Aadhaar
d. linking of Aadhaar with pan card

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DEPARTMENT OF POST GRADUATE STUDIES IN EDUCATION
ST. THOMAS COLLEGE OF TEACHER EDUCATION, PALA

DEMOCRATIC ATTITUDE SCALE

Supervisor: Dr. Sunu Austin Investigator: Grace Mary

Instructions

- Five possible modes of responses are provided such as, Strongly Agree (SA), Agree (A), Undecided(U), Disagree (D), Strongly Disagree (SD).
- Read each statement carefully and mark (✔) in any one of the five alternative response modes to indicate your level of agreement with the particular content of the topic.
- The information you are given will be kept confidential and only used for my study.

SI.No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I turn off the TV when I have guests at home.					
2.	I don't like my parents pointing out my wrong doings.					
3.	When teachers scold me, I get angry with them.					
4.	When traveling in public transport, I give seats to adults.					
5.	I don't make noise where there is a sign					

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	not to speak.					
6.	I share lunch with my friends.					
7.	I don't miss the school assembly.					
8.	I do not participate in public events.					
9.	In my house, parents treat children as equals.					
10.	I give a pen to a classmate who forgot to bring a pen.					
11.	Even if my friends do wrong, I will support them.					
12.	I do not pick up pieces of paper lying in public places.					
13.	I am interested in friendship with people with people who are in high financial position.					
14.	I am in favor of fee waiver for those who deserve it.					
15.	I do not believe in the existing system in India of electing people's representatives through voting.					
16.	I believe that Model Parliament in educational institutions helps to develop political awareness among children.					
17.	I am aware of the need for self-control in personal relationships.					

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18.	I don't like my parents taking too much power over me.					
19.	I obey the rules of the educational institution when I enter in its compound.					
20.	When relatives come home, I receive them and provide them with the necessary care.					
21.	I don't like relatives coming home.					
22.	I am brave enough to question the unacceptable decisions of the authorities in the institution I am studying.					
23.	I question attempts to establish a dictatorship in society.					
24.	I do not allow anyone to question my religious beliefs.					
25.	I don't look for friends based on religion.					
26.	I don't question my friends' religious beliefs.					
27.	I respect all religions.					
28.	I am not interested in participating in the religious functions of my institution.					
29.	I participate in all religious festivals.					
30.	I share my religious ideas with my friends.					
31.	I distribute sweets to non-religious people					

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	during religious celebrations.					
32.	When making a decision at home, I make sure that it is acceptable to everyone in the family.					
33.	I do not exert too much power over other family members.					
34.	I believe that democratic governance is best for India.					
35.	I believe that educational institutions are a great example of democratic governance.					
36.	I make sure that all members of the family exercise their right to vote.					
37.	I am not interested to utilize my voting right.					
38.	If anyone in my family entered into an offense, I will try to save him/her from the laws of the country.					
39.	I follow all the rules of my educational institution.					
40.	I will legally react when my teacher engaged in an offense.					

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DEPARTMENT OF POST GRADUATE STUDIES IN EDUCATION

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HUMAN RIGHTS CONSCIOUSNESS SCALE

Supervisor: Dr. Sunu Austin Investigator: Grace Mary

INSTRUCTIONS

- Five possible modes of responses are provided such as, Strongly Agree (SA), Agree (A), Undecided(U), Disagree (D), Strongly Disagree (SD).
- Read each statement carefully and mark (✔) in any one of the five alternative response modes to indicate your level of agreement with the particular content of the topic.
- The information you are given will be kept confidential and only used for my study.

Sl.No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I describe myself as politically responsible.					
2.	I don't know enough about politics.					
3.	I am not interested in the culture of other states.					
4.	I wish equal work should be paid equally.					
5.	In future, I will focus on making money through teaching job.					
6.	I have not seen it as an offense to change					

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	religion.					
7.	I attend all the festivals regardless of caste, religions etc.					
8.	I am not aware of what documents to carry while travelling across the country.					
9.	I am not allowed to travel alone from home.					
10.	I know I have to respect other people's opinions.					
11.	I don't respond when I need to.					
12.	I don't care about other people's opinions.					
13.	I am aware of the importance of government educational institutions which is open to all.					
14.	I don't know enough about nearby government educational institutes.					
15.	I don't know enough about the free self-employment training programs offered by the government.					
16.	I am not interested in the standard of government educational institutions.					
17.	I am not aware of the facilities provided in government educational institutions.					
18.	I don't choose government educational institutes for higher studies.					
19.	I know the child abuse and child labor complaint number on child line.					
20.	I am conscious that none of the children around					

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	me are involved in child labor.					
21.	If I notice forced child labor, I will report it to Child line.					
22.	I am aware of the various methods used for human trafficking.					
23.	I am afraid to respond to human trafficking, if I notice it.					
24.	I am conscious of what security needs to be provided to growing girls.					
25.	I am not aware of the legal proceedings of the court.					
26.	I am afraid to file a police complaint.					
27.	I am aware of the constitutional writ of Mandamus.					
28.	I have no idea about court matters.					
29.	If a public authority neglects to perform its duty, I am bound to report it to the court.					
30.	I got admission in my favourite institution with influence.					

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KOTTAYAM- 686575

SELF-ESTEEM SCALE

Supervisor: Dr. P. P. Shajimon Investigator: Shinimol T C

Instructions

- Read each statement carefully and put a tick mark (✓) against your choice
- For every statement, there are three responses. They are: Always, Sometimes, and Never.
- Answer all the statements and your answers will be kept confidential and will be used only for my research work.
- Do not omit any statement.

Sl. No.	Statements	Always	Sometimes	Never
1	I get tired of failures.			
2	I hold grudges against my classmates.			
3	I can speak politely to others.			
4	I have courage to face any difficulties.			
5	I talk to my classmates while the teacher is teaching in the class.			
6	I follow the rules in public places.			
7	I have the courage to face any difficulties.			
8	I get angry with teachers when they argue.			

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9	If I quarrel with my brothers, I say sorry.			
10	I tend to quarrel with my classmates.			
11	I wash my clothes myself.			
12	My actions are praised by others.			
13	I am self-restrained in personal relationships.			
14	I treat my peers with respect.			
15	I follow the instructions given by my parents.			
16	I always ask my parents for permission to do anything.			
17	I am able to treat teachers with respect.			
18	I often express anger at parental restrictions.			
19	My parents are happy with my academic performance.			
20	I am satisfied with my studies.			
21	I feel that life is meaningful.			
22	I am not afraid to travel to faraway places alone.			
23	When I feel angry or sad, I express it.			
24	I used to talk against my parents.			
25	My parents praise my honesty.			
26	I am afraid to attend public events.			
27	I feel myself as a person of good value.			
28	I try to stick to the goal and reach it.			
29	I pack my own food to take to school.			
30	I believe that others have a good opinion of me.			
31	I complete the learning activities given by the teachers on my own.			
32	I study every day without my parents forcing me.			
33	I see everyone in the community as brothers.			
34	I get angry when my parents advise me.			
35	I revise all the lessons before the exam.			

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36	I do not leave waste in public places.			
37	People at home should not force me to study.			
38	I try to do all activities on my own responsibility.			
39	Even if my friends make fun of me for my failures, I can succeed.			
40	I can do difficult homework if I try hard enough.			

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SOCIAL COMMITMENT SCALE

Supervisor: Dr. P. P. Shajimon Investigator: Shinimol T C

Instructions

- Read each statement carefully and put a tick mark (✓) against your choice
- For every statement, there are three responses. They are: Always, Sometimes, and Never.
- Answer all the statements and your answers will be kept confidential and will be used only for my research work.
- Do not omit any statement.

Sl. No.	Statements	Always	Sometime	Never
1	I am careful not to waste food.			
2	I take care to follow the rules and instructions of the government.			
3	I respect respectable individuals and authority over institutions.			
4	I try to make my parents happy.			
5	I try to speak politely in public.			
6	I don't disagree with what my parents say.			
7	I follow the corrections given by the teachers.			
8	I donate to the poor.			

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9	I do not harm my classmates in any way.			
10	I follow the school rules.			
11	I respect the elders of the society.			
12	I try to build a good personal relationship with the teachers.			
13	I keep the appliances in the house undamaged.			
14	I help my mother in the kitchen.			
15	I respect my friends and their ideas.			
16	I collaborate with the teachers when they take the class.			
17	Lunch is eaten sitting with classmates.			
18	I do not participate in public events in the country.			
19	I make sure to turn off the light and fan in the classroom after use.			
20	I make sure to turn off the light fan at home after use.			
21	I try to maintain good relations with the community.			
22	I talk to all the children in the class.			
23	I donate old books to others.			
24	I come home from school on time every day.			
25	I eat food sitting at home with everyone.			
26	I don't hesitate to talk to my neighbours.			
27	I try to create a peaceful atmosphere at home.			
28	I give old clothes to the poor.			
29	I speak with the humility of a teacher.			
30	I am polite when talking to my classmates.			
31	I help my parents in cleaning the house.			
32	I behave without wanting the praise of others.			

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33	I share learning tools with others.			
34	Do not quarrel with parents.			
35	I participate in the celebrations of the neighbors.			
36	I treat everyone with tolerance.			
37	I don't care about cleaning public places.`			
38	I always make sure to give seats to adults when I travel by bus.			
39	I help the economically backward classmates in the class.			
40	I follow the instructions given by the headmaster in the programs organized in the school.			

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DEPARTMENT OF POST GRADUATE STUDIES IN EDUCATION

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PALA, KOTTAYAM- 686575

SCALE ON SELF-CONCEPT

Supervisor: Dr. Lavina Dominic

Investigator: Meera S

Instructions

- Read each statement carefully and put a tick mark (✓) against your choice.
- For every statement, there are five responses. They are: Strongly Agree (SA), Agree(A), Undecided (UD), Disagree (DA), and Strongly Disagree (SD).
- Do not omit any statement.
- Your response will be kept confidential and will be used only for research purposes.

Sl.No.	Statements	SA	A	UD	DA	SD
1	I pursue my dreams with the assistance of my family.					
2	I do not work to attain my career objectives.					
3	I support my classmates to chase their dreams.					
4	I believe failure is the only opportunity to begin again.					
5	I owe my success to my family's hard work.					
6	I make great attempts to achieve my					

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	academic goals.					
7	I strive to abolish social evils.					
8	I work hard for the welfare of the people in the society.					
9	I am keen on solving the issues in my family.					
10	I am unable to meet the expectations of my family.					
11	I perform according to my teacher's expectations.					
12	I do not perform well in my exams.					
13	I believe that I will be a good person in my society.					
14	I believe exercise is good for health.					
15	I help my family members with their problems and concerns.					
16	I have good relationships with my classmates.					
17	I am always ready to help my classmates.					
18	I am good at making friends.					
19	I talk to a lot of people at social functions.					
20	I value my cultural traditions.					
21	I can adjust readily to a new situation.					
22	I have good relationship with my siblings.					
23	I do not have a friendly relationship with my cousins.					
24	I am good at solving problems of my					

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	friends.					
25	I am not good at communicating with my teachers.					
26	I strongly react when I see an issue that affects my neighbourhood adversely.					
27	I am a person of good character.					
28	I am not able to maintain good relations with my friends.					
29	I follow the rules and regulations of the college.					
30	I actively participate in various social groups.					
31	I can handle new and unknown situations well.					
32	I am happy with my relationship with family members.					
33	I feel my parents do not care for me.					
34	I feel comfortable asking a teacher for help with a personal problem.					
35	I am sure that my teachers will spare their time for me if I need help.					
36	I discuss personal matters with my friends.					
37	I value the opinions of others.					
38	I feel good about how much my family cares about my opinions.					
39	I am confident to clear my doubts in the classroom.					
40	I participate in all activities at college.					

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PALA, KOTTAYAM – 686575

ACADEMIC STRESS SCALE

Supervisor: Dr. Lavina Dominic Investigator: Neenu Mary Joseph

Instructions

- Read each statement carefully and put a tick mark against yourchoice.
- For every statement, there are 5 choices: Strongly Agree, Agree, Undecided, Strongly Disagree and Disagree.
- Do not omit any statements.
- Your response will be kept confidential and will be used only for research purpose.

SI.No.	Statements	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1.	I get stressed when I see parent's worry over my scores in examination.					
2.	I get anxious when my teachers go ahead with the portions and I find itdifficult to cope with them.					
3.	I feel anxious when my friends, including my best friend, get more marks thanme in examinations.					
4.	I have a good friend who often teaches me all lessons before examinationwhich makes me feel relaxed.					

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5.	I always get nervous when my family and relatives compare me with othersregarding their achievements.					
6.	I am least bothered about what others think about me and my studies.					
7.	I get cramps in my stomach when I think of the expectations of my teachersabout my studies.					
8.	My teacher acts as a great mentor for me in my studies when I get more tensed.					
9.	My heart rate increases when the exam days approach.					
10.	I get nervous when I hear my friends' revising portions for exams.					
11.	I usually relax by listening to music or spending time in social mediaplatforms.					
12.	I get irritated when my parents ask me to do some work while I am studying.					
13.	My sibling(s) is/are a big support when I am tensed over my studies.					
14.	My head aches when I think of studying certain subjects and teachers.					
15.	I remain gloomy and silent during my outings with friends during studyholidays when I think of the portions that are yet to be studied.					
16.	Sometimes I get irritated when some teachers purposely skip importantlessons which makes me understand absolutely nothing.					
17.	I feel depressed when I think I cannot rise to my parent's expectations.					
18.	My parents are a constant support for me which makes me free from all sortsof academic depressions.					
19.	I get confused with certain portions in certain					

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	subjects which makes me feelanxious in my exams.					
20.	I usually share my problems related to my studies with my teacher.					
21.	I feel depressed when my friends tease me regarding my studies.					
22.	Too many portions taught on a single day makes me feel stressed.					
23.	I find it difficult to concentrate while studying in groups.					
24.	Thoughts of exam prevent me from engaging in any forms of entertainment.					
25.	I forget my lessons when I think of my exam results and my family'swellbeing.					
26.	Thoughts of the lessons remaining to be learnt make me forget those learnedearlier.					
27.	I lose my temper when my parents frequently compel me to study.					
28.	Assignment deadlines make me absent minded in classroom.					
29.	I purposefully try to forget my work schedules to avoid stress.					
30.	I spend much time loitering in the neighbourhood to escape my work.					
31.	I spend my time doing my hobbies instead of completing my assignments.					
32.	I get confused when I get into group discussions with peers beforeexaminations.					
33.	My mind fills with negative thoughts when I think the expenses of my studycauses a financial burden for my parents.					
34.	The partiality of a few teachers makes me feel that I am good for nothing.					

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35.	I feel jealous when a classmate excels in his/her studies.					
36.	I am disturbed when a classmate finishes her work at the right time.					
37.	I am easily angered when my neighbours pass comments on my performancein exam.					
38.	I lack confidence in sharing worries related to my studies with my family.					
39.	I do not discuss my studies with my parents unless they enquire about it.					
40.	I am afraid to reveal my marks to my parents.					
41.	Thoughts of studies prevent me from building a rapport with my teacher.					
42.	I am comfortable with my studies and have a good rapport with my teachers.					
43.	I fear talking with friends who are good in studies.					
44.	I feel nervous when elders in my family ask questions related to my studiesand I try to scoot from there.					
45.	I get hostile when my parents compare me with my siblings in relation tostudies.					
46.	I get hostile to people who criticise my studies.					
47.	Dislike of certain subjects creates a kind of hostility within me towards theconcerned teachers.					
48.	I get dissatisfied with myself when I compare my grades with others.					
49.	Often, I get hostile with my friends when they get better marks than me.					
50.	I get angry with my neighbours when they become curious about myacademics.					

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51.	Comparison with other students makes me less confident.					
52.	I lack confidence to deal with friends who submit their assignments timely.					
53.	I feel uncomfortable when I see my classmates answering teacher's questionsquickly.					
54.	I allow myself to be distracted by my phone's notifications while studying.					
55.	I am afraid to clear my doubts with my teacher.					
56.	I get hostile when my parents compare me with my siblings in relation tostudies.					
57.	I am not able to concentrate in class because my thoughts get diverted to socialmedia platforms.					
58.	Sometimes frequent scolding/ teasing attitude of certain teachers irritates me.					
59.	I can adjust when my teachers rush with the portions.					
60.	I feel depressed when my teachers behave harshly with me.					

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DEPARTMENT OF POST GRADUATE STUDIES IN EDUCATION
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PALA, KOTTAYAM

EXPERT EVALUATION PROFORMA

Supervisor :Dr.Alex George Investigator: Neenum Dittu

Instructions

- Read the Instructional Package carefully and then read the statements carefully and mark according to your choice.
- For each statements you have two alternatives "Yes" and "No"
- Read each statement and put a tick mark (√) against your choice
- Respond to all statements and your response will be kept confidential and will be used only for research work.

Sl. No	Statements	Yes	No
1.	The objectives in the Instructional Package are Clearly Stated.		
2.	The content of the Instructional Package is appropriate for the age of the learners.		
3.	The content of the Instructional Package is suited to the prescribed textbook.		
4.	The Instructional Package is Based on the needs of the learner.		
5.	The content of the package has education utility.		
6.	Language of the Instructional package is up to the level of students.		
7.	Topics selected are well explained in the Film-Based Instructional Package.		
8.	The content is Free from errors.		

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9.	Suitable films are given to reinforce the concepts of the content.		
10.	Presentation of the Film-Based Instructional Package is very catchy.		
11.	Presentation of the content is clear and sequential.		
12.	The activities provides in Instructional Package motivates learners effectively.		
13.	Film – Based Instructional Package is interesting and increase the attention span of the learners.		
14.	It is possible to simplify complex concepts through the Film-Based instructional Package.		
15.	The Film-Based Instructional Package can be stopped as desired and restarted from the same place.		
16.	The Film-Based Instructional Package effectively present feedback on learners' responses.		
17.	Film-Based Instructional package is also helpful for students with special needs. They are able to understand concept even better.		
18.	Learner can independently operate the Film-Based Instructional Package.		
19.	Film-Based Instructional package are very economical as they bring the elements of globe in the classroom.		
20.	The concept selected from each lesson plan is suitable to be taught using Film-Based Instructional Package.		
21.	Film helps students to learn the Business concept.		
22.	The activities provided in the Film-Based Instructional Package are simple and reflect the		

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	values of the concept.		
23.	The explanation of business concept is student centred.		
24.	Teachers can repeat the film clip to explain the difficult/complex concepts to as many groups as required.		
25.	Films are effective for developing process skills in Business Studies.		
26.	Group activities encourage students to communicate effectively.		
27.	Films encourage students to raise questions.		
28.	Group activities helps to develop students creativity.		
29.	The activities of each lesson plan has provided a space for predicting.		
30.	Do you think students studying Business studies in general can also benefit from viewing this Film-Based Package?		

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